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# SPEECH MONOGRAPHS

VOLUME XIX—No. 2

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## A BIBLIOGRAPHY OF RHETORIC AND PUBLIC ADDRESS FOR THE YEAR 1951

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*in collaboration with J. Jeffery Auer, Oberlin College; Donald C. Bryant, Washington University; Alfred Galpin, University of Wisconsin; Mary W. Graham, Brooklyn College; Leland M. Griffin, Washington University; Norman W. Mattis, University of North Carolina; Helen North, Swarthmore College; Renato Rosaldo, University of Wisconsin; Ross Scanlan, College of the City of New York; Donald K. Smith, University of Minnesota.*

This bibliography includes the more important publications on rhetoric and public address appearing in the year 1951. We have listed and, in many instances, reviewed publications in those major languages having a strong tradition of rhetoric and in those major fields of study producing work of interest to scholars in rhetoric and public address. Books and publications in journals which appeared between 1947 and 1950 are listed if they escaped notice in the bibliographies for those years [QJS 34(1948).277-99; 35(1949).127-48; 36(1950).141-63; SM 18(1951).95-121]. In all cases where no date is specified in the entry, the year 1951 may be assumed.

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## ABBREVIATIONS

A	América (Habana)	E	Escorial (Madrid)
AAA	The Annals of the American Academy of Political and Social Science	EJ	English Journal
AEJ	Adult Education Journal	ELH	Journal of English Literary History
AHR	The American Historical Review	EPM	Educational and Psychological Measurement
AI	Annals of Iowa	ERB	Educational Research Bulletin
AJP	American Journal of Philology	F	Fortnightly
AJS	American Journal of Sociology	FL	Le Figaro Littéraire (Paris)
AL	American Literature	GHQ	Georgia Historical Quarterly
ALQ	The Abraham Lincoln Quarterly	GPM	Genetic Psychology Monographs
AM	The Americas	H	Hispania
AmN&Q	American Notes and Queries	HAHR	Hispanic American Historical Review
AmQ	American Quarterly	HJ	Hibbert Journal
AmS	American Speech	HLQ	Huntington Library Quarterly
AP	American Psychologist	HMPEC	Historical Magazine of the Protestant Episcopal Church
APSR	The American Political Science Review	HR	Human Relations (London)
AQ	Atlantic Quarterly	IJOAR	International Journal of Opinion and Attitude Research
AR	Antioch Review	It	L'Italia che scrive (Rome)
ArHQ	Arkansas Historical Quarterly	JAAC	The Journal of Aesthetics and Art Criticism
AS	American Scholar	JAP	Journal of Applied Psychology
ASR	American Sociological Review	JASP	Journal of Abnormal and Social Psychology
At	Atenea (Concepción, Chile)	JEE	Journal of Experimental Education
AtM	The Atlantic Monthly	JEGP	Journal of English and Germanic Philology
BA	Books Abroad	JEP	Journal of Education Psychology
BBM	Boletín Bibliográfico Mexicano (Mexico City)	JExP	Journal of Experimental Psychology
BCr	Bulletin Critique du Livre Français (Paris)	JGP	Journal of General Psychology
BDAPC	Bulletin of the Debating Association of Pennsylvania Colleges	JHI	Journal of the History of Ideas
BH	Bulletin Hispanique (Bordeaux)	JISHS	Journal of the Illinois State Historical Society
BHPSO	Bulletin of the Historical and Philosophical Society of Ohio	JMH	The Journal of Mississippi History
BJP	British Journal of Psychology (London)	JNH	Journal of Negro History
BNAP	Bulletin of the National Association of Secondary-School Principals	JP	The Journal of Politics
CaW	Catholic World	JPer	Journal of Personality
CB	The Classical Bulletin	JPsy	Journal of Psychology
CER	Catholic Education Review	JQ	Journalism Quarterly
CH	Current History	JSH	The Journal of Southern History
CHR	Catholic Historical Review	JSI	Journal of Social Issues
CJ	The Classical Journal	JSP	Journal of Social Psychology
CM	Classica et Mediaevalia	KHQ	The Kansas Historical Quarterly
CO	Chronicles of Oklahoma	MA	Mid-America
CoR	Contemporary Review	MH	Michigan History
CP	Classical Philology	MnH	Minnesota History
CQ	Classical Quarterly	ML	Modern Languages
CR	The Classical Review	MLN	Modern Language Notes
CSM	Christian Science Monitor	MLQ	Modern Language Quarterly
CSSJ	Central States Speech Journal	MP	Modern Philology
CW	Classical Weekly	MTQ	Mark Twain Quarterly
D	Dialectica	MVHR	The Mississippi Valley Historical Review



N	The Nation	RFIC	Rivista di Filologia e di Istruzione Classica, nuova serie
NA	Nuova Antologia (Rome)	RHA	Revista de Historia de América (Tacubaya, Mexico)
NCHR	The North Carolina Historical Review	RI	Revista Iberoamericana (Mexico City)
NEQ	New England Quarterly	RIn	Revista de las Indias (Bogotá, Colombia)
NH	Nebraska History	RKHS	The Register of the Kentucky Historical Society
NR	The New Republic	RLR	Revue des Langues Romanes (Université de Montpellier)
NRFH	Nueva Revista de Filología Hispánica (Mexico City)	RNC	Revista Nacional de Cultura (Caracas, Venezuela)
NYH	New York History	RP	Revue de Philologie de Littérature et d'Histoire Anciennes (Paris)
NYHTB	New York Herald Tribune Book Review	RPL	Revue Philosophique de Louvain (Louvain, France)
NYTB	New York Times Book Review	RS	Rural Sociology
OHQ	Oregon Historical Quarterly	S	Speculum
OSAHQ	The Ohio State Archaeological and Historical Quarterly	SA	Speech Activities
P	Philologus	SAQ	South Atlantic Quarterly
PA	Parliamentary Affairs (London)	SE	Social Education
PAPS	Proceedings of the American Philosophical Society	SHQ	Southwestern Historical Quarterly
PH	Pennsylvania History	SM	Speech Monographs
Ph	The Phoenix (Toronto)	SR	Sewanee Review
PI	Printers Ink	SRL	Saturday Review of Literature
PJ	Personnel Journal	S&S	School and Society
PMHB	The Pennsylvania Magazine of History and Biography	SSJ	Southern Speech Journal
PMLA	Publications of the Modern Language Association of America	TAPA	Transactions of the American Philological Association
PNQ	Pacific Northwest Quarterly	TCR	Teachers College Record
POQ	Public Opinion Quarterly	TLS	Times Literary Supplement (London)
PQ	Philological Quarterly	UH	Universidad de la Habana (Habana)
PR	Psychological Review	USQBR	United States Quarterly Book Review
PS	Pedagogical Seminary and Journal of Genetic Psychology	VC	Vigiliae Christianae
QC	Quaderni della 'Critica' (Bari, Italy)	WMH	Wisconsin Magazine of History
QJS	The Quarterly Journal of Speech	WMQ	The William and Mary Quarterly
QR	Quarterly Review	WS	Western Speech
RBC	Revista Bimestre Cubana (Habana)	YR	Yale Review, new series
RBPH	Revue Belge de Philologie et d'Histoire (Brussels)		
RES	Review of English Studies		

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- Volumes 1, 2, 7, and 8 of a projected edition in 35 volumes of Mussolini's works.
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- The author has allowed himself small arena in this brief volume to grapple with so rambunctious a gentleman as Randolph of Roanoke. But with biography barred and the struggle limited to exposition of the main currents of Randolph's thought, Mr. Kirk succeeds in dispatching his subject with commendable penetration. Schooled in the "solemnly noble conservatism" of Edmund Burke, Randolph became the powerful, if reluctantly acknowledged, mentor of Calhoun, and so of the entire clan of southern statesmen who walked in the train of the Cast Iron Man. Throughout the study, Kirk shows his awareness of the broad role of speechmaking, and his book is rich in critical comments that should be of interest to all students of Randolph and his times. (L.M.G.)

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Day, Donald, ed. Franklin D. Roosevelt's own story. Boston. Little, Brown. pp. 461.

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A composite book compiled from the late president's letters, interviews, press conferences, and other public papers. Selections, ranging in length from a single sentence to several pages, are dated and presented chronologically. Many excerpts are published here for the first time. Skillful editing enables the reader to perceive the development of Roosevelt's personality and the emergence of his political and social philosophy. (Waldo W. Braden)

Halter, Ernest J. Collecting first editions of Franklin Roosevelt: contributions to an FDR bibliography. Chicago. Privately printed for subscribers. 1949. pp. 194.

Limited edition of valuable bibliography containing 919 listings of books, pamphlets, leaflets, and magazine articles, with brief comments of particular interest to collectors of first editions.

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Rev. by Allan Nevins in NYTB (November 26, 1950).6; by Robert Sherwood in NYHTB (December 17, 1950).1; by Frank Freidel in AHR 56 (1951).924-5.

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Rosenau, James N., ed. The Roosevelt treasury. Garden City. Doubleday. pp. 461.

Rev. by Arthur Schlesinger, Jr., in NYTB (June 24).16; by Jonathan Daniels in SRL (July 14).20; by Waldo W. Braden in QJS 38 (1952).95-6.

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Sanford, Fillmore H. Public orientation to Roosevelt. POQ 15(1951).189-216.

Welles. See Modern Public Address—History, Culture.

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Rev. by Robert S. Maxwell in MVHR 38 (1951).335-7; by Claudius O. Johnson in AAA 279 (1952).192-3; by Dewey W. Grant-ham in JSH 17 (1951).567-9; by Howard K. Beale in AHR 57 (1951).184-7; by Richard Murphy in QJS 37 (1951).372-3.

The initial offerings in an eight-volume collection of T. R.'s correspondence—a ninth volume will contain a general index, etc.

ROOT. Merritt, Frank Westley. Elihu Root: the speaker—a critical study with a detailed examination of selected speeches. Ph.D. dissertation. Cornell Univ. Graduate School.

RUSH. Butterfield, L. H., ed. The letters of Benjamin Rush. 2 vols. Princeton. Princeton Univ. Press. pp. lxxxvii+1295.

Rev. by Merrill Jensen in AHR 57 (1952). 460-2; by Lester L. Hale in QJS 37 (1951). 506.

SANGUILY Y GARRITTE. Sanguily y Garritte, Manuel. Discursos y conferencias. Introducción y selección de José María Chacón Calvo. La Habana. Publicaciones del Ministerio de Educación, Dirección de Cultura. 1949. pp. 199.

Some speeches by this statesman who worked for Cuban independence have appeared in collections in 1877, 1912, 1918, and 1919. This



compilation includes his best speeches, as well as a study of his life and works with special emphasis on his oratorical ability. (R.R.)

**SAN MARTIN.** Levene, Ricardo. *El genio político de San Martín*. Buenos Aires. Edit. Guillermo Kraft. 1950. pp. 434.

**Metford, J. C. J.** *San Martín, the liberator*. New York. Philosophical Library. 1950. pp. xi+154.

Rev. by William H. Gray in *AM* 8(1951). 248-9.

**SARMIENTO.** Ottolenghi, Julia. *Vida y obra de Sarmiento en síntesis cronológica*. Buenos Aires. Kapelusz. 1950. pp. viii+387.

**SCHURZ.** Hogue, Arthur Read, ed. Charles Sumner: an essay by Carl Schurz. Urbana. Univ. of Illinois Press. pp. 152.

Rev. by Henry H. Simms in *MVHR* 38 (1951).123-4; by Craig Wylie in *NEQ* 24 (1951).281-2; by T. Harry Williams in *JSH* 17(1951).411-2; by Robert J. Rayback in *AHR* 57(1951).247-8.

The first draft of Schurz's essay, recently discovered by the editor, has been combined with manuscript heretofore available to accomplish this belated publication of Schurz's biographical estimate of his senatorial colleague.

**Mahaffey, Joseph Harr.** *The speaking and speeches of Carl Schurz*. Ph.D. dissertation. Northwestern Univ. Graduate School.

**SHERIDAN, THOMAS.** Harper. See *Modern Public Address—Theory*.

**SIERRA.** Sierra, Justo. *Epistolario y papelas privados*. Edición establecida por Catalina Sierra de Peimbert. Mexico. Ediciones de la Universidad Nacional. Tomo XIV. 1950. pp. 1549.

**Yáñez, Agustín.** *Don Justo Sierra, su vida, sus ideas y su obra*. Mexico. Universidad Nacional Autónoma de México. 1950. pp. 222.

**THOREAU.** Harding, Walter. *Thoreau on the lecture platform*. *NEQ* 24(1951).365-74.

**TRUEBLOOD.** Okey, Loren LaMont. *A descriptive biographical study of Thomas Clarkson Trueblood*. Ph.D. dissertation. Univ. of Michigan Graduate School.

———. See *Modern Public Address—Theory*.

**TRUMAN.** Brembeck, Cole S. *The persuasive speaking of Truman and Dewey in the 1948 presidential campaign*. Ph.D. dissertation. Univ. of Wisconsin Graduate School.

**Hersey, John.** *Mr. President—V: a weighing of words*. *The New Yorker* (May 5).36-40+.

**Rovere and Schlesinger.** See *Modern Public Address—History, Culture*.

**TURATI.** Turati, Filippo. *Discorsi parlamentari de Filippo Turati*. Vols. 2 and 3. Roma. Tip. della Camera dei Deputati. 1950.

Volume 2 consists of speeches given by Turati from June 22, 1908, through the session of June 10, 1916. Volume 3 includes his parliamentary speeches from the session of June 30, 1916, to May 22, 1923, and also his last speech of June 27, 1924.

**TWAIN.** Andrews. See *Modern Public Address—History, Culture*.

**Burnett, Ruth A.** *Mark Twain in the northwest, 1895*. *PNQ* 42(1951).187-202.

**Herzl, Theodore.** *Mark Twain in Paris*. *MTQ* 9(Winter, 1951).16-8.

Translated by Alexander Behr from Dr. Herzl's *Feuilletons*. Reactions of a French observer to a public reading by Mark Twain at the British Embassy in Paris.

**Lorch, Fred W.** *Mark Twain's lecture from Roughing it*. *AL* 22(1950).290-307.

**WARD, ARTEMUS.** McKee, Irving. *Artemus Ward in California and Nevada, 1863-1864*. *Pacific Historical Review* 20(February, 1951).11-23.

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WARREN. Hoshor, John P. Some comments on the speaking of Governor Earl Warren in the 1948 campaign. WS 15(1951).13-6.

WASHINGTON, G. Bellamy, Francis. The private life of George Washington. New York. Crowell. pp. 414.

Rev. by Curtis P. Nettels in AAA 279 (1952).191-2; by Carl Bridenbaugh in NYTB (November 18).16.

Freeman, Douglas Southall. George Washington: a biography. Vols. 1 and 2, Young Washington. New York. Scribner's 1948. pp. 549; 464.

Rev. by L. H. Butterfield in SRL 31 (October 16, 1948).10; by Allan Nevins in NYTB (October 17, 1948).1; by Dumas Malone in NYHTB (October 17, 1948).1; by Stanley Pargellius in AHR 54 (1949).615; by R. E. Danielson in AtM 183 (January, 1949).76.

———. George Washington: a biography. Vol. 3, Planter and patriot. pp. 638. Vol. 4, Leader of the revolution. pp. 744. New York. Scribner's.

Rev. by Carl Bridenbaugh in NYTB (October 14).6; by Dumas Malone in NYHTB (October 14).3.

The publication of these volumes brings to mid-point Freeman's projected biography of Washington. The present volumes cover the score of years between 1758 and 1778.

WEBSTER. Gunderson, Robert Gray. Webster in linsey-woolsey. QJS 37 (1951).23-30.

WELD. Thomas, Benjamin P. Theodore Weld: crusader for freedom. New Brunswick. Rutgers Univ. Press. 1950. pp. xii+307.

Rev. by Roman J. Zorn in ArHQ 10 (1951).227-31; by Roy P. Basler in JISHS 44 (1951).68-70; by Arthur R. Kooker in JSH 17 (1951).406-8; by Louis H. Filler in AHR 56 (1951).912-4; by Paul A. Carmack in QJS 37 (1951).371-2.

The author joins the growing list of historians who have pierced the wall of obscurity which Weld chose to build about himself and his contributions. Weld was one of America's most influential crusaders for human rights. He was regarded by the abolitionists as their leader in speaking and in campaign strategy. The biography adds credence to the growing

belief that Weld did more for the cause of abolition than Garrison. Dr. Thomas shows that Theodore Weld saved the American Anti-Slavery Society from failure by changing a pamphlet dissemination campaign into an evangelistic type of oratorical crusade that aroused grass root audiences in Ohio, Pennsylvania, and New York. (Paul A. Carmack)

WILSON, W. W. Blum, John M. Joe Tumulty and the Wilson era. Boston. Houghton Mifflin. pp. ix+337.

Rev. by Arthur S. Link in MVHR 38 (1951).532-3; by William Diamond in AHR 57 (1952).475-6; by H. S. Commager in NYTB (July 29).1; in USQBR 7 (1951).335.

An interpretation of the life and times of Wilson's White House secretary.

#### 4. PULPIT ADDRESS

##### a. General: History, Techniques

Brooks, Phillips. Lectures on preaching. Grand Rapids, Mich. Zondervan. 1950. pp. 281.

Rev. by Marie K. Hochmuth in QJS 37 (1951).250.

Engstrom, Theodore W., ed. Great sermons from master preachers of all ages. First series. Grand Rapids, Mich. Zondervan. pp. 180.

Rev. by Charles A. McGlon in QJS 38 (1952).96.

Martínez, M. E. Luces para predicadores. Buenos Aires. Editorial "La Aurora." Mexico, D. F. Casa Unida de Publicaciones. 1950. pp. 251.

Pipes, William H. Say amen, brother! old-time Negro preaching: a study in American frustration. New York. William Frederick Press. pp. 210.

Rev. by Thomas D. Pawley in QJS 37 (1951).498-500.

White, E. E. Decline of the Great Awakening in New England, 1741-1746. NEQ 24(1951).35-52.

##### b. Practitioners

BROOKS. Brooks. See Modern Public Address—Pulpit Address—General.

EDWARDS. Miller, Perry. Jonathan Edwards. New York. William Sloan. 1949. pp. 348.

Rev. by Lewis Leary in AL 23 (1951).382-4.

- . See Modern Public Address—Theory.
- FENELON. Howell. See Modern Public Address — Platform Address — Practitioners, *s.v.* 'Fénelon.'
- Little. See Modern Public Address—Platform Address—Practitioners, *s.v.* 'Fénelon.'
- MOODY. Quimby, Rollin Walker. Dwight L. Moody: an examination of the historical conditions and rhetorical factors which contributed to his effectiveness as a speaker. Ph.D. dissertation. Univ. of Michigan Graduate School.
- NEWMAN. May, J. Lewis. Cardinal Newman. Westminster, Md. Newman Press. pp. xv+309. Originally published by Dial Press in 1930.
- PIUS XII. Pius XII. La pace. Atti e messaggi di Pio XII. A cura di A. Bozuffi. Roma. Ed. Domani. pp. 288. The speeches, radio messages, and letters of Pope Pius XII from March 3, 1939, to January 1, 1951, in which he has advocated peace.
- WHITEFIELD. White, Eugene E. Whitefield's use of proofs during the Great Awakening in America. WS 14(1950).3-6.
- . See Modern Public Address—Pulpit Address—General.
5. RADIO AND TELEVISION
- a. *General: History, Effects, Techniques*
- Camilli, Amerindo. La radio e la pronuncia. *Lingua Nostra* (Firenze) 12 (1951).25-6.
- Cantril. See Modern Public Address—History, Culture.
- Clark, Herbert A. Education by revelation: some implications of the televised Congressional investigations. *Education* 71(1951).599-602.
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- Cohen, Herman, and John C. Weiser. Radio and the 1948 presidential campaign in the west. *WS* 15(1951).10-2.
- Corwin, Norman. Radio writing, U.S.A. *The Writer* 64(February, 1951).35-7
- Fracastoro Martini, Ornella. La lingua e la radio. Firenze. Sansoni. pp. 142. The influence of radio on language, especially on pronunciation, syntax, and style.
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7. DISCUSSION
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## DOCTORAL DISSERTATIONS IN SPEECH: WORK IN PROGRESS, 1952

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*What has been done* in doctoral dissertations in speech is reported in Professor Knower's annual index, published elsewhere in this journal. As an additional aid to directors of graduate research and to graduate students, this compilation reports *what is being done* in doctoral dissertations in speech.<sup>1</sup> Although published as an annual survey of work in progress, it is not intended to list again any dissertations reported previously.<sup>2</sup> Exceptions to this rule have been made only in cases where a new researcher has taken over a topic previously listed, the scope or emphasis of a dissertation previously listed has been changed materially, or the address of a researcher has changed.

Twenty-one of the twenty-five institutions which have granted the doctoral degree in speech are represented in this report. Significant changes from the trends apparent in last year's report are these:

- (1) The total number of doctoral studies reported in progress in 1952 has decreased approximately 20% from the total in 1951. This does not mean a decrease in the number of studies started during 1952, however, since the 1951 report was the first annual compilation and thus included a number of studies started before that year.
- (2) The percentage of studies in both

theatre and in speech and hearing disorders has increased considerably.

- (3) These increases have been at the expense of a large decrease in the percentage of studies in speech education, slight decreases in the percentage of studies in both fundamentals of speech and in public address, and the absence in 1952 of any studies in interpretation.

One hundred and eighty-four dissertations in progress are listed below under a series of general and sub-categories. The dissertations are indexed alphabetically by the first principal word in the title, except that proper names of individual orators are used for indexing in the sub-category, "Orators."

Following each dissertation title, or description, is the name of the researcher and his address; where only the name of an institution is listed, it is to be assumed that "Department of Speech" is part of the address. The third item in each entry includes the name of the institution where the researcher is a candidate for a degree, and the approximate date of the completion of the study.

Table I reflects the relative emphasis currently being given to the various areas of research by giving the number of dissertations, and the percent of all dissertations in progress, in each general category.

Table II shows the distribution of dissertations by general categories for each of the reporting graduate schools, and also indicates the number of dissertations and the per cent of all dissertations in progress in each graduate school.

<sup>1</sup> The co-operation of directors of graduate research has been essential in preparing this report, and the compiler is grateful to them.

<sup>2</sup> See J. Jeffery Auer, "Doctoral Dissertations in Speech: Work in Progress, 1951," *Speech Monographs* 18 (1951), 162-72.

TABLE I  
DISTRIBUTION OF DISSERTATIONS BY GENERAL CATEGORIES

	Total No. of studies	App. % of total	Rank
Fundamentals of Speech	24	13%	4
Public Address	50	27%	2
Radio	10	5%	6
Theatre	56	30%	1
Speech and Hearing Disorders	31	17%	3
Speech Education	13	8%	5

TABLE II  
DISTRIBUTION OF DISSERTATIONS BY GRADUATE SCHOOLS AND GENERAL CATEGORIES

	Total No. of Studies	Approx- imate % of Total	Funda- mentals of Speech	Public Address	Radio & TV	Theatre	Speech & Hear- ing Dis- orders	Speech Educa- tion
Columbia U., T. C.	4	2%	0	0	0	2	0	2
Cornell U.	11	6%	0	4	0	5	0	2
Denver, U. of	7	4%	7	0	0	0	0	0
Florida, U. of	6	3%	0	5	0	1	0	0
Illinois, U. of	10	5%	0	5	0	2	3	0
Iowa, State U. of	30	16%	0	10	1	12	5	2
Louisiana State U.	7	4%	2	4	0	0	1	0
Michigan State Col.	8	4%	0	0	0	8	0	0
Michigan, U. of	12	7%	1	4	1	3	3	0
Minnesota, U. of	1	1%	1	0	0	0	0	0
Missouri, U. of	5	3%	0	4	0	0	1	0
Northwestern U.	10	5%	0	1	1	5	2	1
Ohio State U.	8	4%	3	0	2	0	2	1
Pennsylvania State Col.	4	2%	0	2	0	0	2	0
Purdue U.	2	1%	1	0	0	0	1	0
Southern California, U. of	14	8%	6	1	2	0	3	2
Stanford, U. of	12	7%	0	1	0	11	0	0
Syracuse, U. of	3	2%	0	0	0	0	3	0
Western Reserve U.	2	1%	0	0	0	2	0	0
Wisconsin, U. of	25	13%	3	9	3	2	5	3
Yale U.	3	2%	0	0	0	3	0	0
	184	100%	24	50	10	56	31	13

#### FUNDAMENTALS OF SPEECH

##### Action

A survey of bodily action of prominent public speakers as shown by analysis of motion picture newsreels. Jesse H. Weaver, U. of Southern California, Los Angeles 7, Calif. U. of Southern California, 1954.

##### Content and Composition

An experimental investigation with three hundred college students to determine the effect of slanting materials upon the reception of three prominent speeches. Paul Gormley, U. of Denver, Denver, Colo. U. of Denver.

##### Emotion

An experimental study of relationships between stage fright severity and certain Ror-

schach scoring categories. John Shepherd, 231½ North Cordova, Alhambra, Calif. U. of Southern California, 1953.

##### Language and Linguistics

A factor analysis study of some measures of linguistic ability. Richard Hendricks, U. of Maryland, College Park, Md. Ohio State U., Aug., 1952.

A study of the linguistic geography of Colorado. William Skillman, U. of Denver, Denver, Colo. U. of Denver.

A study of the training in reading effectiveness developed through visual and oral activities. Walter Stromer, U. of Denver, Denver, Colo. U. of Denver.

Trends in compounding in American Eng-



lish. Elizabeth Ball Carr, U. of Hawaii, Honolulu, T. H. Louisiana State U., Sept., 1952.

#### *Listening*

Measuring listener understanding of oral communication by means of the Flesch, Dale-Chall, and Lorge readability formula indices. Orville Gayle Manion, U. of Michigan, Ann Arbor, Mich. U. of Michigan, June, 1952.

#### *Memory*

An electroencephalographic study of the effect upon the alpha rhythm of effort to memorize. Edward Ohanian, 5565 Homeside Ave., Los Angeles 16, Calif. U. of Southern California, 1953.

#### *Personality*

A descriptive study of certain speech and personality factors associated with bilingualism among Mexican-American subjects. Louis Saracino, 2503 Marengo Ave., Los Angeles 33, Calif. U. of Southern California, 1953.

An examination of the personality patterns of intercollegiate debaters. Charles Helgessen, U. of Denver, Denver, Colo. U. of Denver.

An experimental study of sincerity in public speaking. Richard Hildreth, 2632 Monmouth Ave., Los Angeles 7, Calif. U. of Southern California, 1953.

#### *Phonetics*

A descriptive study of certain speech aspects of Hawaiian dialects. George Swenson, U. of Hawaii, Honolulu, T. H. U. of Southern California, 1953.

A phonetic analysis of the speech of the Nanticokes of Indian River, Sussex County, Delaware. Mary-Braeme Parker, Shipley St., Seaford, Del. Louisiana State U., Dec., 1952.

A study of the relationship between the phonetic patterns of individuals with superior, average, and inferior articulation of (s), (f), (tf), and (θ), and their preferences among controlled speech-sound stimuli. Rita Scott Griffith, 315 E. 11th Ave., Columbus, Ohio. Ohio State U., June, 1952.

#### *Semantics*

The effect of general semantics training upon reading performance in the Stroop test. Alexander Mulligan, U. of Denver, Denver, Colo. U. of Denver.

A study of general semantics in the Four Gospels. Philip Kaye, U. of Denver, Denver, Colo. U. of Denver.

A study of semantic and phonetic behavior in the learning of English by a foreign born. Jay Clark, U. of Denver, Denver, Colo. U. of Denver.

#### *Voice*

An experimental study of certain factors in vocal individuality. Charles E. Palmer, U. of Wisconsin, Madison 6, Wis. U. of Wisconsin.

Phonograph recordings of scales of severity of voice quality deviations from normal: voice quality problems recorded at a number of mid-west speech clinics with recordings classified and judged for severity of deviation by staffs of the clinics. Wayne L. Thurman, Box 878, Cary Hall, W. Lafayette, Ind. Purdue U., June, 1953.

The predictive efficiency of a battery of speech diagnostic tests for articulatory development of a group of five-year old children. Calvin W. Pettit, U. of Wisconsin, Madison 6, Wis. U. of Wisconsin.

The relation of certain psychological and physiological factors to the fluency of normal speakers. Dale J. Lundeen, 1361 N. Cleveland, St. Paul, Minn. U. of Minnesota, 1953.

A study of the relationship between an individual's vocal characteristics and his evaluation of voice. Roy E. Tew, U. of Florida, Gainesville, Fla. Ohio State U., June, 1952.

Syllabic stability under various conditions of utterance. Keith St. Onge, U. of Wisconsin, Madison 6, Wis. U. of Wisconsin.

#### PUBLIC ADDRESS

#### *Discussion*

Correlates of emergent leadership from problem-solving discussion. Carl L. Wilson, 139 McAllister St., State College, Pa. Pennsylvania State Col., June, 1952.

An experimental study of inter-active thinking during group discussion. Frederick Bowman, 3024 3/4 Severance St., Los Angeles 7, Calif. U. of Southern California, 1953.

A study of group member satisfaction with supervisory and participatory leadership in group discussion. Alfred W. Storey, 509 Spring St., Ann Arbor, Mich. U. of Michigan, Feb., 1953.

#### *Orators*

A rhetorical study of John P. Altgeld. Coleman C. Bender, Emerson Col., 130 Beacon St., Boston, Mass. U. of Illinois, Sept., 1952.

The rhetorical theories and practices of Roger Nash Baldwin, Frank Wesley Norwood, U. of Missouri, Columbia, Mo. U. of Missouri, 1955.

The oratorical career of James Curley. William Jay Foley, U. of Wisconsin, Madison 6, Wis. U. of Wisconsin.

A rhetorical study of Jabez L. M. Curry, educator of the new south. William J. Lewis,

U. of Florida, Gainesville, Fla. U. of Florida, 1954.

The theory and practice of invention in the sermons of Theodore Cuyler. Samuel V. O. Prichard, Jr., State U. of Iowa, Iowa City, Iowa. State U. of Iowa, Feb., 1953.

John Donne: a study of selected sermons from homiletical and sociological viewpoints. Dietrich Arno Hill, U. of Miami, Coral Gables, Fla. U. of Illinois, June, 1953.

The sermons of John Donne. Norma Bunton, 122 E. Court St., Iowa City, Iowa. State U. of Iowa, 1954.

The forensic speaking of Thomas Erskine on civil liberties. Merrill T. Baker, Wichita U., Wichita, Kan. State U. of Iowa, Aug., 1952.

Rhetorical theory and practice of Harry Emerson Fosdick. Edmund Holt Linn, 128 Herrick Rd., Newton Center, Mass. State U. of Iowa, June, 1952.

The speaking of James A. Garfield, 1876-1880. Ira North, Louisiana State U., Baton Rouge, La. Louisiana State U., Aug., 1952.

A study of the speechmaking of Herbert Spencer Hadley. Victor M. Powell, Wabash College, Crawfordsville, Ind. U. of Missouri, 1953.

A rhetorical study of the speaking of Henry Washington Hilliard. James L. Golden, U. of Florida, Gainesville, Fla. U. of Florida, Aug., 1953.

A rhetorical study of Hugh Swinton Legare, South Carolina unionist. Merrill G. Christophersen, U. of South Carolina, Columbia, So. Car. U. of Florida, Aug., 1953.

The radio and senate speeches of Huey Long. Ernest Bormann, 214 N. Capitol Ave., Iowa City, Iowa. State U. of Iowa, 1953.

An analytical study of the public speaking of Aimee Semple McPherson. Kenneth Shanks, 3024 $\frac{3}{4}$  Severance St., Los Angeles 7, Calif. U. of Southern California, 1953.

An evaluation of James Madison's effectiveness as a speaker. Holle G. DeBoer, Pennsylvania State Col., State College, Pa. Cornell U.

Speeches of Mussolini. Frank Iezzi, U. of Wisconsin, Madison 6, Wis. U. of Wisconsin.

Rhetorical analysis of certain selected speeches of George William Norris on the issues of TVA. John A. Oostendorp, State U. of Iowa, Iowa City, Iowa. State U. of Iowa, June, 1953.

The gubernatorial speaking of Franklin D. Roosevelt, 1928-1932. Paul J. Pennington, Louisiana State U., Baton Rouge, La. Louisiana State U., Aug., 1953.

A critical analysis and appraisal of the public address of Senator Robert A. Taft with special emphasis upon the labor issue. Donald

C. Kleckner, 3423 Carpenter Rd., Ypsilanti, Mich. U. of Michigan, Aug., 1952.

A rhetorical study of William Jewett Tucker, preacher and educator. Herbert L. James, U. of Florida, Gainesville, Fla. U. of Florida, 1954.

Mark Twain, the lecturer. James Lennon, U. of Wisconsin, Madison 6, Wis. U. of Wisconsin.

Booker T. Washington: a critical study of a speechmaker with a rhetorical analysis of seven representative speeches. Willis N. Pitts, Jr., 1106 Goshen Ct., Willow Run Village, Mich. U. of Michigan, 1953.

The rhetoric of William Wilberforce. Hazel McDaniel-Teabeau, 119A Gentry Hall, U. of Missouri, Columbia, Mo. U. of Missouri, 1953.

Woodrow Wilson's theory of education as revealed by a critical examination of his speeches between 1890 and 1910. Kenneth Bailey, State U. of Iowa, Iowa City, Iowa. State U. of Iowa, June, 1953.

A critical analysis of the speaking of William Winans, minister and politician of the old south. Rex Kyker, U. of Florida, Gainesville, Fla. U. of Florida, 1954.

Public address of Stephen Wise on Zionism. Alfred Sugarman, State U. of Iowa, Iowa City, Iowa. State U. of Iowa, Aug., 1953.

Speaking and speeches of Frances Wright. Virginia Rutherford, 810 Hinman Ave., Evanston, Ill. Northwestern U., 1954.

### Oratory

Communication in America: colonial preaching and theories of conversion. Roy F. Hudson, 112 Highland Pl., Ithaca, N. Y. Cornell U., 1953.

History of speaking campaigns by the Wisconsin Medical Society. Mason Hicks, U. of Wisconsin, Madison 6, Wis. U. of Wisconsin.

An evaluation of speech-making in the presidential campaign of 1832. Robert W. Smith, State U. of Iowa, Iowa City, Iowa. State U. of Iowa, June, 1953.

The pacifist movement in America, 1900-1942, with especial attention to the sources, development, and promulgation of its doctrine as revealed in the speeches and writings of its leaders. Clarence S. Angell, 110 Sears St., Ithaca, N. Y. Cornell U., Oct., 1953.

The place of preaching in the restoration movement, 1800-1860. Ottis Lemont Castleberry, 519 A. Tulip Rd., State College, Pa. Pennsylvania State Col., Feb., 1953.

The rhetorical aspects of the national health insurance movement: a study of the arguments offered for and against and an attempt to explain why each persisted, recurred, or vanished.

William R. DeMougeot, 219A Eisenhower St., Princeton, N. J. Cornell U., Sept. 1953.

Speaking in the 1952 Michigan state legislature. Fred Alexander, Michigan State Col., East Lansing, Mich. U. of Wisconsin.

A study of the public relations activities of the American Medical Association under the direction of the firm of Whitaker and Baxter to defeat President Truman's compulsory health insurance legislation: a study of persuasion at the grass roots. Orland S. Lefforge, 42 Corry St., Madison, Wis. U. of Wisconsin, Aug., 1952.

Survey of speaking in the Populist movement in Alabama, Louisiana, Mississippi. Charles E. Porterfield, Box 6033, Louisiana State U., Baton Rouge, La. Louisiana State U., Aug., 1952.

#### Rhetoric

Bentham's concept of the persuasive power of language: theory and implications. Wayne E. Brockriede, Stadium Terrace, G-45-B, Champaign, Ill. U. of Illinois, Feb., 1953.

Conceptions of *dispositio* in rhetorical theory. Elnora Drafil Carrino, State U. of New York, Albany, N. Y. U. of Michigan, 1953.

Criticisms and observations of American public address by British travellers, 1785-1900. Glenn E. Reddick, 300 S. Goodwin, Urbana, Ill. U. of Illinois, Sept., 1952.

The *De Rhetorica Ecclesiastica* of Augustino Valiero, a translation and commentary. Charles S. Mudd, Jr., Sul Ross State Col., Alpine, Texas. Louisiana State U., Feb., 1953.

An evaluation of the criticism of the oratory of Franklin Delano Roosevelt. John F. Wilson, U. of Wisconsin, Madison 6, Wis. U. of Wisconsin.

Humor in oratory of nineteenth century America. Wilma H. Grimes, K-45-B, Stadium Terrace, Champaign, Ill. U. of Illinois, Oct., 1952.

The rhetoric of Hugh Blair. Herman Cohen, 21 N. Dodge Ave., Iowa City, Ia. State U. of Iowa, 1954.

The rhetoric of Richard Brinsley Sheridan. Jerome B. Landfield, U. of Missouri, Columbia, Mo. U. of Missouri, June, 1953.

Rhetorical theory in the behavior literature in England, 1485-1603. William E. Buys, U. of Wisconsin, Madison 6, Wis. U. of Wisconsin.

Roman oratorical delivery in theory and practice, 150 B.C.-150 A.D.: delivery of the orators as related to the political, social, intellectual, and moral tenor of their time. John Blaise Ellery, 7 Sherman Terrace, Madison 4, Wis. U. of Wisconsin, Aug., 1952.

#### RADIO AND TELEVISION

##### Analyses

Policies of American radio stations with respect to political broadcasts. Richard M. Mall, 188 Shapter Ave., Columbus, Ohio. Ohio State U., June, 1952.

An experimental study of the factor of eye contact during group discussions on television. J. Edward McEvoy, Aeneas Hall, W. 36th St., Los Angeles 7, Calif. U. of Southern California, 1953.

An experimental study of the influence of varying lengths of commercials and varying audience sizes on effectiveness of television commercials. Glenn Gooder, George Pepperdine Col., Los Angeles, Calif. U. of Southern California, 1952.

Ordinal position and content interaction effects upon items in a radio and television check list. Samuel Becker, 214 N. Capitol, Iowa City, Iowa. State U. of Iowa, 1953.

##### History

History of the development of television program forums. Robert H. Stewart, 1760 Radnor Rd., Cleveland Heights, Ohio. Ohio State U., Oct. 1952.

Broadcasting by the newspaper-owned stations in Detroit, 1920-27. Maryland Waller Wilson, 308 Wilton St., Greenville, So. Car. U. of Michigan, 1952.

An historical study of music education in radio. W. Everett Hendricks, U. of Kansas City, Kansas City, Mo. Northwestern U., July, 1952.

##### Listener Surveys

An interview study of radio listening in two Wisconsin counties: Part I. Thorrel Fest, U. of Wisconsin, Madison 6, Wis. U. of Wisconsin.

An interview study of radio listening in two Wisconsin counties: Part II. Myron Curry, U. of Wisconsin, Madison 6, Wis. U. of Wisconsin.

An interview study of radio listening in two Wisconsin counties: Part III. Stephen Reinertsen, U. of Wisconsin, Madison 6, Wis. U. of Wisconsin.

#### THEATRE

##### Actors and Acting

The characterization of the sympathetic major character in serious American drama from 1875 to 1950. Willard Welsh, 827 Webster St., Palo Alto, Calif. Stanford U., Oct., 1952.

The creation of the role of Christy in John

M. Synge's *Playboy of the Western World* and an analysis of the acting problems involved. William Daniel Simpson, Michigan State Col., East Lansing, Mich. Michigan State Col., June, 1952.

The contribution of play readers and impersonators to the popularizing of drama in America through their performances in the American Chautauqua. James Smoot, U. of Michigan, Ann Arbor, Mich. U. of Michigan, 1953.

Stage speech and pronunciation problems in the training and production programs of a university theatre located in the central states. Cecelia Thompson, Lubbock, Texas. State U. of Iowa, Aug., 1953.

#### Audiences

Education as a factor in audience response in the theatre. Lowell Matson, State U. of Iowa, Iowa City, Iowa. State U. of Iowa, Aug., 1952.

Theater audiences in nineteenth century England. Frank B. Hanson, Florida State Col., Tallahassee, Fla. Yale U., June, 1952.

Occupation as a factor in audience response in the theatre. Jack Vrieze, State U. of Iowa, Iowa City Iowa. State U. of Iowa, Aug., 1952.

Travel as a factor in audience response in the theatre and cinema. Robert L. Frederick, State Teachers Col., La Crosse, Wis. State U. of Iowa, Aug., 1953.

#### Criticism

Dramatic criticism in New York, 1900-1920, as exemplified by selected critics. Stuart Hyde, Stanford U., Stanford, Calif. Stanford U., 1953.

The dramatic and theatrical criticism of William Archer. Paul E. Cairns, 110 Grand View Dr., Ann Arbor, Mich. U. of Michigan, June, 1953.

Harrison Grey Fiske's contribution to the theatre through his work as editor of *The New York Dramatic Mirror*. Paul Roten, 534 North State, Ann Arbor, Mich. U. of Michigan, June, 1953.

#### Directing and Producing

The adapting, directing, and producing of Shakespeare's *Taming of the Shrew* for a high school stage. Clarence Murphy, Michigan State Col., East Lansing, Mich. Michigan State Col., Aug., 1953.

The directorial study of a production of Strindberg's naturalistic tragedy, *Miss Julia*. Lee Hensley, Michigan State Col., East Lansing, Mich. Michigan State Col., Aug., 1952.

An investigation of rehearsal and direction in the American theatre from the Hallams to

the Theatrical Trust. David G. Schaal, Teachers Col. of Connecticut, New Britain, Conn. U. of Illinois, 1953.

A presentation of Shakespeare's *Twelfth Night* for and by a high school with an analysis of the directing and production problems involved. Miriam Ellis, Michigan State Col., East Lansing, Mich. Michigan State Col., Aug., 1952.

The symbolic construct of form in the theatre. Joseph A. Withey, 206 University Ave., Ithaca, N. Y. Cornell U., Aug., 1953.

#### History of the Theatre: American

The British traveler and the early American theatre to 1850. Blanche Muldrow, U. of Wisconsin, Madison 6, Wis. U. of Wisconsin.

Development of the theatre in St. Louis, Mo., Part I. Grant Herbstruth, State U. of Iowa, Iowa City, Iowa. State U. of Iowa, Aug., 1953.

Development of the theatre in St. Louis, Mo., Part II. L. James Hammack, State U. of Iowa, Iowa City, Iowa. State U. of Iowa, June, 1954.

Dramatics in a children's camp: a record of a program developed at the experimental camp of Pioneer Youth of America. George R. New, 138 Remsen St., Brooklyn 2, N. Y. Teachers Col, Columbia U., 1953.

The frontier in American drama to 1830: a study of the influence of the physical frontier, contemporary social and intellectual developments on the drama of the early nineteenth century. Josephine Fishman, 141 Alma St., Palo Alto, Calif. Stanford U., June, 1953.

History of Children's Theatre of Evanston, Ill., 1925-1950. Cecil Jones, Northwestern U., Evanston, Ill. Northwestern U., 1953.

A history of dramatic activities at the Mobile Theater, Mobile, Ala., from 1860-1878. Edward D. Brown, Michigan State Col., East Lansing, Mich. Michigan State Col., Aug., 1952.

History of Macauley's Theatre in Louisville, Ky. West T. Hill, Jr., 254 E. Lexington Ave., Danville, Ky. State U. of Iowa, Aug., 1952.

A history of the Santa Barbara theatre. Beulah Bayless, Stanford U., Stanford, Calif. Stanford U., 1952.

History of the theatre in Cleveland; Ohio. Gary Gaiser, U. of Indiana, Bloomington, Ind. State U. of Iowa, Feb., 1953.

The New Theatre, New York: an experiment in reform. John H. Jennnigs, 703 Cherry Lane, East Lansing, Mich. Stanford U., 1952.

Opera halls and opera houses in central Illinois, 1850-1900. Ned Donahoe, U. of Illinois, Urbana, Ill. U. of Illinois, 1952.

Outdoor productions of community and com-



memorative pageant-drama in the United States, 1900-1950. Frederick A. Walsh, Western Reserve U., Cleveland 6, Ohio. Western Reserve U., June, 1952.

Presbyterian church and the theatre. Harold C. Shiffler, State U. of Iowa, Iowa City, Iowa. U. of Iowa, June, 1953.

The reaction against realism in American drama and dramatic theory, 1920-1950. Ronald Schulz, 1725 Orrington Ave., Evanston, Ill. Northwestern U., June, 1953.

The renaissance of the San Francisco theatre, 1906-1916. Nordstrom C. Whited, 1370 Lincoln Ave., Palo Alto, Calif. Stanford U., Aug., 1952.

A stage history of the plays of the Abbey Theatre dramatists in the United States. Harold J. Todd, Stanford U., Stanford, Calif. Stanford U., 1953.

A study of the development of the Toyshop Theater at Michigan State College with special reference to the experimental activities of 1950-51. Dorothy A. Harrison, Michigan State College, East Lansing, Mich. Michigan State Col., Aug., 1952.

The theatre in the developing cultural life of two frontier cities, 1799-1833. Helen Langworthy, State U. of Iowa, Iowa City, Iowa. State U. of Iowa, Aug., 1952.

The treatment of racial prejudice in American drama since 1900. Charles Cox, 1323 Chicago Ave., Evanston, Ill. Northwestern U., June, 1953.

#### *History of the Theatre: General*

Ballet and pantomime in the Jesuit theater. Rev. John Walsh, S.J., Marquette U., Milwaukee, Wis. Yale U., June, 1953.

A comparative study of the American and English repertory theatre. John George Fischer, U. of Florida, Gainesville, Fla. U. of Florida, Aug., 1953.

Educational theatre in Spain during the Republic, 1931-1936. William P. Howle, c/o Mr. R. Rivera, American Consulate General, Junqueras 18, Barcelona, Spain. Teachers Col., Columbia U., 1953.

The presentational theatre and drama. Herbert L. Smith, 259 Veterans Place, Ithaca, N. Y. Cornell U., July, 1952.

Social issues in Argentine drama since 1900. Michael V. Karnis, 905 Greenwood Ave., Evanston, Ill. Northwestern U., June, 1953.

#### *Plays and Playwriting*

Beaumont and Fletcher plays in the London theatre, 1710-1800. Lawrence Kuhl, Western Reserve U., Cleveland 6, Ohio. Western Reserve U., June, 1952.

Georg Büchner, German playwright, 1813-

1837. Gilbert F. Hartwig, Badger, Wis. U. of Wisconsin, 1953.

Dramatization of American novels, 1900-1920. Glenn M. Loney, Stanford, Calif. Stanford U., 1953.

The hero in French serious drama since 1918. Paul Hahn, Stanford U., Stanford, Calif. Stanford U., 1953.

T. S. Eliot's theory, criticism, and practice of the drama. Mrs. Marion C. Thompson, 3 Reservoir Ave., Ithaca, N. Y. Cornell U., Aug., 1952.

Modern poetic drama. Gifford W. Wingate, R.F.D. 3, Trumansburg, N. Y. Cornell U., Jan., 1953.

Philosophical concepts of tragedy in American drama, 1765-1950. Richard Bergstrom, 114-119 Stanford Village, Stanford, Calif. Stanford U., March, 1953.

A survey of twelve unsympathetic female characters in modern drama. Thurman Stanback, 301 Bryant Ave., Ithaca, N. Y. Cornell U., Dec., 1952.

Three original plays about social and economic problems, with experimental productions of them. Arthur Clifton Lamb, Morgan State Col., Baltimore, Md. State U. of Iowa, Aug., 1953.

#### *Staging*

English stage production between 1558 and 1598. William F. Rothwell, 1367 Chapel St., New Haven, Conn. Yale U., June, 1952.

The interrelation of stage lighting and scenic design on the New York stage between 1900 and 1950. Joel E. Rubin, 108 Stanford Village, Stanford, Calif. Stanford U., June, 1953.

A study of the original techniques employed in seventeenth century staging with a view to the application of those techniques to contemporary revivals of restoration comedy. Gregory Falls, Wesleyan U., Middletown, Conn. Northwestern U. Aug., 1952.

The use of visual aids in the teaching of stage lighting. Walter Dewey, State U. of Iowa, Iowa City, Iowa. State U. of Iowa, Aug., 1952.

#### SPEECH AND HEARING DISORDERS

##### *Analyses*

Analysis of factors affecting the speech of mentally deficient children. Bernard Schlanger, 29A University Houses, Madison, Wis. U. of Wisconsin, June, 1952.

An experimental investigation of the relationships between auditory abilities and the speech disturbances produced by delayed auditory feedback. Dorothy A. Huntington, 321 Illini

Hall, U. of Illinois, Urbana, Ill. U. of Illinois, Aug., 1952.

An experimental investigation of speech disturbance as a function of the intensity of delayed auditory feedback. Robert S. Brubaker, 321 Illini Hall, U. of Illinois, Urbana, Ill. U. of Illinois, May, 1952.

An experimental study of the intelligibility of speech under conditions of delayed auditory feedback. Forrest M. Hull, 327 Illini Hall, U. of Illinois, Urbana, Ill. U. of Illinois, Aug., 1952.

An experimental study of the use of judgments of recorded voices as a technique in the diagnosis of psychotics. Florence Sharp, 1492½ W. 27th St., Los Angeles 7, Calif. U. of Southern California, 1953.

Factor analysis of speech perception. Clair Norton Hanley, State U. of Iowa, Iowa City, Iowa. State U. of Iowa, Aug., 1952.

An investigation of the neuro-muscular function of children with normal and defective speech. Keith Lawrence Maxwell, 924 Oakland, Ann Arbor, Mich. U. of Michigan, Aug., 1952.

A study of language-related changes before and after lobotomy. Emma M. T. Heller, U. of Wisconsin, Madison 6, Wis. U. of Wisconsin.

A study of listener evaluations as they are influenced by speech deviations. Frances Kleffner, U. of Wisconsin, Madison 6, Wis. U. of Wisconsin.

A survey of language developmental factors in institutionalized visually handicapped. Mary L. Lane, U. of Wisconsin, Madison 6, Wis. U. of Wisconsin.

#### *Aphasia*

An investigation of the loss of abstract behavior in aphasic patients. Irwin Brown, 1217 S. State St., Ann Arbor, Mich. U. of Michigan, Feb., 1953.

#### *Cerebral Palsy*

An analysis of the pitch and duration characteristics of the speech of cerebral palsied individuals; a cycle picture using a Purdue Electronic Pitch Meter and a Moving Frame Oscillograph-Record Camera. Robert F. Duffey, FPHA-202-3, West Lafayette, Ind. Purdue U., Aug., 1953.

A descriptive study of some inter-relationships between speech, laterality, and other aspects of behavior and development in the cerebral palsied. John Manning, 1170 W. 37th St., Los Angeles 7, Calif. U. of Southern California, 1952.

#### *Cleft Palate*

Air usage of cleft palate and normal speaking subjects. Rolland J. Van Hattum, Box 241-E, RD #1, Bellefonte, Pa. Pennsylvania State Col., Aug., 1952.

#### *Hearing*

Construction of a test for the intelligibility function of hearing using randomized voices of men and women. John M. Palmer, 511 E. Kingsley St., Ann Arbor, Mich. U. of Michigan, Aug., 1952.

An evaluation of audiometric compensation of the Photoscription hearing aid as against several hearing aids with minor tone controls. Alan Feldman, 149 Stadium Pl., Syracuse 10, N. Y. Syracuse U.

An exploratory study of the psychological effect on children with severe hearing losses. Elizabeth McKay, 735 W. Onondaga St., Syracuse 4, N. Y. Syracuse U., May, 1952.

An experimental study of certain neurological factors in galvanic skin response audiometry. Vernon J. Smith, U. of Wisconsin, Madison 6, Wis. U. of Wisconsin.

An investigation into some of the aspects of the behavior of deaf children. Elmo L. Knight, 102 Roney Lane, Apt. 1-D, Syracuse, N. Y. Syracuse U.

Pitch distortion in normal and deafened ears. John C. Webster, State U. of Iowa, Iowa City, Iowa. State U. of Iowa, Aug., 1952.

A pulse tone type hearing test. Thomas B. Anderson, Ohio State U., Columbus 10, Ohio. Ohio State U., June, 1952.

The variability in the mechanical modification of bone conduction thresholds associated with stapes fixation. Francis L. Sonday, 1725 Orrington Ave., Evanston, Ill. Northwestern U., Jan. 1953.

#### *Laryngectomy*

A comparative study of certain aspects of intelligibility, voice pleasantness, production of speech sounds, sound pressure level and duration factors among esophageal speakers and users of the artificial larynx. Melvin Hyman, 325 W. 10th Ave., Columbus, Ohio. Ohio State U., Aug., 1952.

An investigation of certain factors in the phonation and respiration of laryngectomized patients. Evelyn Yellow Robe, Northwestern U., Evanston, Ill. Northwestern U., Aug., 1952.

#### *Stuttering*

Changes in heart rate associated with stuttering adaptation. Arnold J. Golub, State U. of Iowa, Iowa City, Iowa. State U. of Iowa, Aug., 1952.

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#### SPEECH EDUCATION

##### *Curriculum*

Basic curriculum survey. Rodman Jones, U. of Oklahoma, Tulsa, Okla. Northwestern U., 1952.

Phonetics in speech departments of American colleges and universities. Lee Gerald O'Connell, Hibbing Junior Col., Hibbing, Minn. Ohio State U., 1954.

##### *Drama*

The aims and methods of drama and the theatre in American education. Harold V. Gould, 116 Delaware Ave., Ithaca, N. Y. Cornell U., June, 1952.

The relation of the college theatre to its

audience. Brobury P. Ellis, 319 Dryden Rd., Ithaca, N. Y. Cornell U., June, 1952.

##### *Forensics*

History and development of the Iowa High School Forensic League. Charles Balcer, 1214 Summit Ave., Detroit Lakes, Minn. State U. of Iowa, 1954.

##### *History*

History of speech education at Park and William Jewell colleges. Carl A. Dallinger, State U. of Iowa, Iowa City, Iowa. State U. of Iowa, Aug., 1952.

History of teacher training programs in speech. Erma Stockwell, U. of Wisconsin, Madison 6, Wis. U. of Wisconsin.

Methods of teaching speech below the college level in the United States from 1800-1850. Lillian R. Wagner, Iowa State Teachers Col., Cedar Falls, Iowa. U. of Wisconsin, 1952.

Speech and drama at the University of Virginia, 1819-1947. George P. Wilson, Jr., U. of Virginia, Charlottesville, Va. Teachers Col., Columbia U., 1953.

##### *Literature*

An analysis of research literature used by American writers in the field of speech. Robert Broadus, 1121 W. 79th St., Los Angeles 44, Calif. U. of Southern California, 1952.

##### *Tests and Surveys*

An experimental comparison of extempore speaking, reading aloud and conversation as the materials upon which to base judgments in giving speech screening tests. Paul Smith, Pasadena City Col., Pasadena, Calif. U. of Southern California, 1952.

Speech instruction in community sponsored adult education programs in New Jersey. Norman P. Crawford, 518 Bound Brook Rd., Dunellen, N. J. Teachers Col., Columbia U., Oct., 1952.

Speech training in Louisiana. Sister Mary Joanna, U. of Wisconsin, Madison 6, Wis. U. of Wisconsin.

## ABSTRACTS OF THESES IN THE FIELD OF SPEECH AND DRAMA, VII<sup>1</sup>

EDITED BY CLYDE W. DOW  
*Michigan State College*

### I. Fundamentals of Speech

Ball, Joe M., "An Experimental Study of the Relationship Between the Ability to Impart Information Orally and the Primary Mental Abilities, Verbal Comprehension and General Reasoning," Ph.D. Dissertation, University of Southern California, 1951.

The purpose of this study was (1) to see if a speaker's ability to impart information orally was related to his primary mental abilities, verbal comprehension and general reasoning, and (2) to see if an auditor's endowment of these primary mental abilities was related to his judgment of another's ability to impart information orally.

The subjects were 221 male and female students enrolled in 12 beginning public speaking classes at the University of Southern California during the Spring Semester of 1949. There were 187 males and 34 females in the sample, with ages ranging from 18 to 45. The verbal and reasoning abilities of the subjects were measured by the administration of Parts I and II of the Guilford-Zimmerman Aptitude Survey; distribution of the aptitude test scores was normal. The ability of each subject to impart information orally was determined by the average of ratings received by a speaker from his classmates following the delivery of a regular classroom speech. Each speaker was judged on his ability to explain, prove, or clarify the main point of a one-point speech; these judgments were expressed in terms of a seven-point rating scale ranging from (1) "among most effective" to (7) "among least effective." The students were assured that the ratings they gave to their classmates would not influence the instructor's grade for the speakers. The averages of speech ratings received ranged from 1 to 5.9. The reliability of the speech ratings was estimated by comparing the odd and even judgments of the speakers; the coefficient of correlation between the two was .78 (uncorrected),

which indicated a reliable level of agreement among the student judges. Analysis of the data indicated that all twelve sections could be treated as one homogeneous population on all variables.

The scores of the subjects on the aptitude tests were then compared with the speech ratings received and given by the subjects. It was found that the speech ratings received were related only slightly to the aptitude tests scores; the  $r$  between speaking and verbal comprehension (both sexes combined) was .21; between speaking and reasoning (both sexes combined) it was also .21. The  $r$  between the speech ratings received and a combination of the aptitude tests scores was .30. These correlations were all significant at the .01 level of confidence, but the degree of relationship was too small for predictive purposes. The correlations between the aptitude tests scored and the speech ratings given by the judges were not significant; the  $r$  between verbal comprehension and speech ratings given was .18.

Abstracted by LEE EDWARD TRAVIS, *University of Southern California*

Bennett, Clayton Leon, "An Experimental Study of Relationships Between Human Electroencephalograms and Certain Rorschach Scoring Categories," Ph.D. Dissertation, University of Southern California, 1951.

The purpose of this study was to determine what relationship, if any, exist between the alpha index of the electroencephalogram and certain scoring categories of the Rorschach Test.

The subjects were 59 male and 7 female students enrolled at the University of Southern California. They ranged in age from 19 to 45 years, with a mean of 27.5 years. A resting state EEG was obtained under standard conditions from each participant. The variable, alpha index, was determined for each record. The obtained indices ranged from 3.2 to 99.2. The subjects were then subdivided into two groups on the basis of their alpha index. Those with alpha waves present 50 per cent or more of the time, corresponding to the Davis classification "dominant" and "subdominant," were labeled Group

<sup>1</sup> This is the first installment of thesis abstracts for 1951. Additional doctorate and Masters' theses abstracts will appear in the August issue of *Speech Monographs*.



A. There were 32 in this group. Those with alpha waves present less than 50 per cent of the time, corresponding to the Davis classifications of "rare" and "mixed," were labeled Group B. This group contained 34 subjects. Each subject was administered a Rorschach Test. The protocol was evaluated after the manner of Klopfer and Kelley. The groups were then examined for differences with respect to responses in several major scoring categories. The significance of the obtained differences was tested by use of Fisher's t-ratio.

Significant differences between Group A and Group B were found for the following categories: response total (R), total time (T), whole responses (W%), and unusual details plus space responses (Dd,S%). These differences were significant at the one per cent level. Differences at the five per cent level of significance were obtained for the following categories: color responses (sumC) and the absolute number of whole responses (W).

The two groups were not differentiated, i.e., were comparable, in terms of the following categories: large usual detailed (D%), small usual details (d%), form responses (F%), combination of vista, form, and surface texture responses (FK, F,Fc%), animal response (A%), popular responses (P), human movement (M), sex responses, per cent responses to cards VIII, IX, and X, average reaction time, and average time per response.

It was concluded that groups differing in the amount of alpha activity as per the sample responded differently to the Rorschach test principally in scoring categories that imply intellectual functioning. Low alpha index was associated with increased productivity (R), (T), preoccupation with unusual details and space responses (Dd,S%), and greater response to color stimuli (sumC); high alpha index was associated with a predilection to whole responses (W%).

Abstracted by LEE EDWARD TRAVIS, *University of Southern California*

**Bradley, Earl Edsel, "Formal Validity in Problem Solving," Ph.D. Thesis, Northwestern University, 1950.**

The purposes of the study may be summarized as follows:

1. To construct a syllabus that will classify the major rhetorical principles of formal logic as shown by a survey of the principal sources of materials on rhetoric and logic.
2. To construct tests that will measure the ability of the student to (a) recognize valid and

invalid conclusions, (b) select valid arguments, and (c) construct valid arguments.

3. To determine the logical validity of the syllabus and tests as shown by the judgments of a "Board of Experts" that the material is a representative sampling of the kinds and proportions of the major factors in formal logic.

4. To determine the empirical validity of the tests as shown by a comparison of scores on related measures which are presumed to have a close relationship to logical abilities of (a) students of superior ability with students of inferior ability as shown by scores on the American Council of Education Psychological Test, (b) students skilled in debate and discussion with students who had no work in these areas, and (c) scores of college students in a Calculus II class with an equated group who had had no college mathematics.

5. To determine the reliability of the tests as shown by (a) the inter-correlation of forms A and B when they are administered approximately two weeks apart, and (b) the coefficient of reliability of each of the forms calculated by the method of "Rational Equivalence."

6. To determine the effectiveness of a given course of training in the handling of representative test situations as measured by the significance of difference in the gains on the tests for the experimental and reliability or control groups given only the test and retest.

The study includes seven experimental groups: five from Panhandle A. & M. College, one from Amarillo High School, and one from Baylor University.

The following is a summary of the data accumulated and reported in the study:

1. The manual constructed for use in this experiment represents an initial step in selecting and organizing the essential logical elements for instruction in *formal validity*.
2. The tests, Form A and Form B, constructed for use in this experiment are sufficiently valid and reliable to be used experimentally in diagnosing difficulties and measuring proficiency in logical reasoning.
3. Experimental groups made gains that are statistically significant in all seven groups.
4. The instructor directing a group apparently has little effect on the results.
5. High school as well as college students made significant gains, indicating that the level of difficulty of this material is within the grasp of high school students.

In the opinion of the writer, the investigations of the present study have revealed that *Formal Validity* does have a place in the process of problem-solving in the oral delibera-

tion of problems as well as in all argumentative discourse. Skill in the analysis of argument, using the formulations of 'formal logic, can be improved in a relatively short period of time as shown by the results of this experiment. In the opinion of the writer, this training is neglected in courses in public speaking, argumentation and debate, and discussion at the present time.

Abstracted by EARL BRADLEY

**Cartier, Francis Arthur Jr., "An Experimental Study of the Effect of 'Human Interest' on Listenability," Ph.D. Dissertation, University of Southern California, 1951.**

This study examined the effect of the percentage of personal words, said to be an index of "human interest" on the listenability (listening comprehensibility) of spoken language. "Personal words" was defined as all nouns with natural gender, all pronouns except neuter pronouns, and the words *people* and *folks*. This definition and the "HI" formula which presumably measures human interest were obtained from an article by Rudolf Flesch, "A New Readability Yardstick," *Journal of Applied Psychology*, 32: 221-33, June, 1948, as was the "reading ease" (RE) formula which was used in the present study to predict difficulty.

The study asked six questions: What effect does varying the HI have on the listenability of spoken language? Does such an effect, if any, vary according to the predicted readability of the language? the listening ability of the audience? the sex of the audience? What percentage of comprehension can tenth-grade students be expected to receive from recorded speech? Are listenability predictions based on the RE formula consistent when certain language factors not measured by the formula are varied slightly?

A 300-word language sample was constructed at each of seven levels of predicted silent reading ease. All seven stories had the same HI. Two rewrites were made of each story, one increasing the HI a full step in the five-step scale and the other decreasing the HI a full step. The twenty-one resulting scripts were recorded on three magnetic tapes. One tape contained all the stories at middle HI. The low and high HI versions were alternated between the other two tapes. Each tape was presented to a different group of over one hundred subjects, all of whom took the same test of comprehension of the material. Differ-

ences in mean comprehension among the subjects hearing the three styles were compared.

It was concluded that, in general, varying the HI of stories by one or two steps in the five-step scale had no significant effect on the listenability of the stories. This appeared to be true regardless of the predicted difficulty (RE) of the story. Varying the HI of the stories by two steps did not make them significantly more listenable for the poorer listeners. No one of the three styles was significantly more listenable than any other for either male or female listeners, nor did varying the HI have any significantly different effect on the listening comprehension of the male as compared with that of the female subjects. The comprehension scores were considered to be quite low. One half of the subjects obtained scores indicating that they comprehended only about a fourth of what they heard, while a fourth of them were apparently incapable of comprehending more than a third of it. Only a fourth of the subjects appeared to comprehend as much as two thirds of the material. The listenability predictions of the RE formula appeared to be fairly consistent over the range of style variation exemplified by the three versions of each story.

Abstracted by MILTON DICKENS, *University of Southern California*

**Davis, Donald Carl, "Comparative Study of the Growth and Development of Premature and Full-term Children with Special Reference to Oral Communication," Ph.D. Thesis, Northwestern University, 1951.**

The present investigation was undertaken to evaluate critically all areas of prematurity which might be expected to have implications with respect to oral language development and with anomalies in this development. For this purpose research tools were applied for the adequate investigation of physical growth, mental development, social maturation, personal adjustment, behavior, general development, speech development, locomotor coordination, diadochokinesis, school progress, hearing, vision, and incidence of speech problems.

These research tools were applied to a carefully selected premature population of fifty children free from major motor and sensory handicaps and ranging in age from approximately seven and one-half years of age to twelve and a half years of age and in birth weight from 820 grams to 2070 grams and to a full-term population also free from major motor and sensory handicaps selected with

equal care with whom they matched on the basis of age, sex, nationality, socio-economic level, and, when pertinent, twinning. These groups presented an adequate sex distribution and a representative cross-section of socio-economic life. The entire population was of the white race and no nationalities dominated the groups.

The main results of the present investigation may be summarized:

1. Premature children presented height and weight differences at the age level of the experimental population sufficient to suggest further research in these areas.
2. Premature children did not appear to distinguish themselves on the basis of full scale intelligence ratings either when compared with full-term children or when comparisons were made within the premature group. However, the premature group did significantly poorer than the full-term group on the performance scale and the premature children with speech problems did significantly poorer than the remainder of their group with respect to verbal intelligence.
3. Premature children were not unusual in their development of social maturity.
4. The poorer adjustments of premature children were highly significant at the age level of the younger group when comparisons were made with the older premature group. However, since the younger premature and younger full-term groups did not differ significantly, caution in interpretation is indicated.
5. Premature children presented a behavior picture which was inferior to that of full-term children at the highly significant level. Younger premature children presented a less satisfactory behavior picture than did older premature children and premature twins a less satisfactory one than did full-term twins.
6. In general development, premature children presented a highly significant retardation which remains significant in most respects even after a correction has been made for the degree of prematurity in terms of weeks.
7. In speech development, the expected retardation was found on the part of the premature population, but it was no longer significant when the correction was made for the degree of prematurity as measured chronologically.
8. Premature children did not distinguish themselves with respect to diadochokinesis, but there was a consistent qualitative and quantitative retardation in locomotor coordination

which demands further exploration despite the fact that it lacks statistical significance.

9. Premature children manifested an incidence of academic school retardation which lacks significance but which indicates the need for further study in this area.

10. The incidence of stuttering among premature children, while not significant, was thought-provoking and indicates further investigation. The incidence of articulation problems was similar to that among the full-term population.

Abstracted by MARTIN J. HOLCOMBE, *Augustana College*.

**Douglas, Jack Erskine, "An Experimental Study of Training in Verbal Problem-Solving Methods," Ph.D. Thesis, Northwestern University, 1951.**

This study consisted in the development of a course of training in methods of dealing verbally with social problems, and experimental testing of the course. The object was to determine whether training in problem-solving methods would produce measurable changes in student responses to problem statements in group discussions, speeches, and paper tests.

The course of study was prepared from a review of the general and experimental literature in problem-solving. The chief feature of the training involved instruction in a problem-solving procedure roughly similar to the Dewey pattern of reflective thinking, but more detailed, and its practiced application to a series of social problems in group discussions, papers, and speeches.

Various forms of this course were taught to students of each academic level, freshman to graduate, in classes in speech and psychology at Northwestern University and the University of Oklahoma during 1948-50. Six experiments, involving 150 subjects, were conducted, varying in length from six to seventeen weeks. The experimenter served as the instructor in all experiments for both experimental and control groups.

Several kinds of testing were employed in the various experiments, the Johnson Test of Reflective Thinking being used in all. This test was validated by item analysis of 700 score sheets of freshman and sophomore college students. Other tests included the Watson-Glaser Tests of Critical Thinking (tests 1-5 and 8) and the Rosenzweig Picture-Frustration Test. Subjects also participated in problem-solving discussions, delivered speeches on controversial subjects, and submitted problem-solving papers.

These were analysed and rated by observers trained in discussion, debate, and experimental method. Initial and final scores and ratings were treated by the *t* test of significance between means and, in one experiment, by analysis of covariance.

The Johnson test scores showed statistically significant improvement (5% level of confidence or above) in total score, in "attitude toward the problem," "formulation of the problem," "evaluation of solutions," "drawing inferences," and "reporting a solution." The Watson-Glaser tests showed significant improvement in total score and in "inferences." The Rosenzweig test revealed significant decreases in "ego-defense" responses and gain in "obstacle-dominant" responses.

The ratings of discussions, papers, and speeches showed significant improvement in "problem-attitude," "problem-formulation," "analysis of factors and relationships," "suggested solutions," and "choice of solution." Other differences appeared in test scores and ratings but did not show statistical significance.

The experimenter concludes that "thirty or more class hours of training in verbal problem-solving methods may be expected to produce measurable changes in the verbal behavior of college students when discussing social problems, specifically in greater conformity to principles of logic and scientific method."

When methods and principles of problem-solving which are common to several subject matter fields are taught directly and by application to a variety of problems, transfer of appropriate responses to subject matters and problems not considered in the training can be expected. Recognition of similarities between problem-situations increases transfer of learned responses, while recognition of differences between problem-situations inhibits the transfer of inappropriate responses.

Abstracted by JACK DOUGLAS, *University of Oklahoma*

**Gauger, Paul William, "The Effect of Gesture and the Presence or Absence of the Speaker on the Listening Comprehension of Eleventh and Twelfth Grade High School Pupils," Ph.D. Thesis, University of Wisconsin, 1951.**

This experiment was designed to determine the effect of gesture and the presence or absence of the speaker on the listening comprehension of eleventh and twelfth grade high school pupils.

A 2500 word informational talk was presented to four groups of pupils in each of three

schools. The pupils were selected in random fashion from the entire eleventh and twelfth grade populations in each of the schools. The number of pupils in each group varied from 20 to 29, and a total of 302 took part.

The instrument used for measuring listening comprehension was a 55 item multiple-choice examination which had a reliability coefficient of .85. All of the items in the test had discriminating power of .20 or better.

The experimental procedure in each school was to present the "gesture" version of the talk to two groups of pupils: one group saw and heard the speaker in a face-to-face situation; the other group heard the speaker by way of a public address system. A similar procedure was used for the remaining two groups when the "no gesture" version of the talk was presented. In two schools the talk was preceded by a pre-test and followed by a post-test. In the third school only the post-test was administered. Additional data such as age, sex, intelligence quotient, and interest in the talk were gathered for descriptive and correlational purposes.

The major analysis of the data was made through use of analysis of variance methods. The supplementary analysis employed standard statistical formulae. Each school was analyzed individually in terms of post-test and gain scores. Results in all schools were similar, thus strengthening the degree of confidence placed in the entire experiment.

#### *Findings*

- (1) The use of gesture has a better effect on the listening comprehension of eleventh and twelfth grade high school pupils than the lack of use of gesture. (a) Pupils who saw and heard the speaker presenting the "gesture" version of the speech tended to achieve higher mean scores than pupils who saw and heard the "no gesture" version of the speech, but the differences were not statistically significant. (b) Pupils who heard the speaker presenting the "gesture" version of the speech tended to get higher mean scores than pupils who heard the "no gesture" version of the speech, but the differences were not statistically significant.
- (2) Listening comprehension is better when the speaker is present. (a) Pupils who saw and heard the speaker when he used gestures tended to get higher mean scores than pupils who only heard the same talk, but the differences were not statistically significant. (b) Pupils who saw and heard the speaker when he did not use gestures tended to achieve higher mean scores than pupils who only heard the same talk, but the differences were not statistically



significant. (3) There is a significant positive correlation between listening comprehension and intelligence. (4) There is a positive correlation between listening comprehension and interest in the talk, but there is considerable doubt that this correlation is significantly different from zero.

Abstracted by PAUL GAUGER

**Hopkins, Melville, "Frontier Speech," Ph.D. Thesis, Pennsylvania State College, 1951.**

The thesis of this study is that frontier speech developed particular characteristics because of the physical, cultural, and socio-psychological environment in which it was produced. Within the Ohio Valley, in 1790-1840, the public speaking preachers, judges, lawyers, and politicians is examined and the colloquial every-day talk of the frontiersman is analyzed. The emphasis is held closely to the question of what qualities emerge as characteristic of the frontiersmen generally and of how those qualities were represented in their speech.

Brashness, self-assertiveness, individualism, and vigor were found to be qualities valued in their culture and evident in their speech. Matching these divisive characteristics, however, there was enthusiastic and energetic participation in the religious, legal, and political activities of the frontier communities.

The frontier was found to have contributed greatly both to the emphasis upon the worth of the individual and to faith in the efficacy of the democratic process. Both these values were partly achieved through frontier speech and are revealed in it.

The dissertation concludes that the frontiersman's speech reveals a person of many fine qualities. The crudeness of the environment resulted in rough characteristics in the speech, but one of the functions of the speaking was to introduce social elements which transcended the limitations of the life the people led. In final effect, the social processes of the frontier tended to ennoble, rather than debase, the character of the individual frontiersman.

Abstracted by R. T. OLIVER, *Pennsylvania State College*

**House, Arthur S., "An Investigation of the Influence of Consonantal Environments upon the Duration, Frequency and Intensity of Vowels," Ph.D. Thesis, University of Illinois, 1951.**

This is a study of the secondary acoustic characteristics of vowels, i.e., duration, fundamental frequency and intensity, when vowels are placed in varying consonantal environments.

Ten young adult males, who habitually spoke a form of General American dialect, were screened for speech and hearing deficiencies and served as subjects. The subjects spoke 72 different consonant-vowel-consonant syllables, in which the vowel was preceded and followed by the same consonant. Twelve representative consonants were combined with six representative vowels to form symmetrical syllables which were then preceded by a carrier syllable. The carrier syllable rendered the syllables non-meaningful.

It was concluded that consonantal environments significantly influenced all three acoustic characteristics of vowels, and of the consonantal effects studied, effects of voicing were greatest. Comparison of voiced to voiceless environments revealed that vowels in voiced environments were longer in duration, lower in fundamental frequency and greater in relative power. Manner of production was the second most influential consonant characteristic with the effect on duration and relative power more consistent than on frequency, although all three vary significantly. Place of articulation was the least influential but its effect may have been obscured by the conditions of the experiment. When all consonant environments are pooled, significant differences between vowels were found in all three acoustic characteristics. From vowel to vowel, duration and frequency varied regularly, inversely and in a manner systematically related to the usual concepts of vowel physiology while variations in relative power were atypical.

Abstracted by ROBERT S. BRUBAKER, *University of Illinois*

**Karraker, Mary E., "An Evaluation of the Influence of Interest and 'Set' on Listening Effectiveness in the Basic Communication Class," Ed.D. Thesis, University of Denver, 1951.**

An effort was made in this study to determine the extent to which interest, "set," and such other factors as types of material, school marks, intelligence, reading ability, and age, might influence listening effectiveness. The Basic Communication class was used as the sample.

The author's purpose was to provide more information relative to listening as a factor in communication by (1) determining the areas of interest by means of the Kuder Preference Record; (2) by constructing multiple choice examinations for indicating listening effectiveness in various interest areas; (3) by deter-



mining, in terms of ratios, the influence of interest and "set" in listening situations; (4) by determining by statistical measures the relationship of certain personal items to listening effectiveness; and (5) by considering the educational implications.

The results indicated that (1) the prediction of listening effectiveness on the basis of interest was about fifty-one chances in 100; (2) the advantage of relating the material studied to the occupational interest of the student for improving listening effectiveness would appear to be slight; (3) the chances are approximately three to one that experience will lead to interest in the field rather than disinterest; (4) the suggestion that "set" did not significantly influence the responses when material related to music was used; (5) "set," as a psychological factor in listening, remains ambiguous; (6) the listening effectiveness is very greatly determined by the type and caliber of material used; (7) the students with higher grades seemed to show greater listening effectiveness; however, the total listening efficiency seemed to be combined with other factors which tend to influence academic success; (8) listening effectiveness is more closely related to linguistic ability than to quantitative ability; (9) training in both reading and listening would improve both skills; and (10) age seems to have very little educational significance with regard to listening effectiveness.

Abstracted by H. AUBREY FEIWELL, *University of Denver*

**Kretsinger, Elwood Arthur, "An Experimental Study of Gross Bodily Movement as an Index to Audience Interest," Ph.D. Dissertation, University of Southern California, 1951.**

The study sought to determine (1) if it was possible to devise a technique for the measurement of bodily movement within an audience, (2) if such a technique could distinguish between gross levels of audience interest, and (3) if such a technique could distinguish between fine levels of audience interest.

The method of the study was experimental and aimed at controlling all variables save the two of interest and bodily movement, whose concomitant variations were measured and analyzed. The technique of measuring bodily movement was achieved by designing and building an electromagnetic movement meter. Laboratory tests with the equipment revealed that gross bodily movement could be measured with accuracy, sensitivity, stability, convenience, and freedom from structuring effects. Material

selected to furnish the varying degrees of audience interest consisted of two phonograph recordings, one interesting and the other uninteresting.

Fifteen groups of subjects were tested—primarily college students, 70 men and 22 women whose median age was 21.5 years. The tests were conducted with the audiences seated facing a loudspeaker. Both dull and interesting recordings were played to the subjects while their bodily movements were registered on the moving paper tape. After each recording was played, its interest value was rated by each member of the audience. The paired scores thus obtained were subjected to statistical analysis to determine the degree and significance of the relationship between interest and bodily movement.

*Findings.* (1) A technique can be devised that will measure bodily movement within an audience. It was demonstrated by data gathered in laboratory tests and confirmed by data obtained in the testing of fifteen audiences that the electromagnetic movement meter is an accurate and practical new technique for the measurement of gross bodily movement within an audience. (2) The electromagnetic movement meter can distinguish between gross levels of audience interest. The difference between the percentages of movement accompanying the playing of the dull and the interesting recordings yielded a *t* ratio of 3.883.

Abstracted by MILTON DICKENS, *University of Southern California*

**Moskowitz, Estelle, "Voice Quality in the Schizophrenic Reaction Type," Ph.D. Thesis, New York University, 1951.**

The purpose of this investigation was to analyze the voice quality associated with the mechanism of retreat from reality in individuals diagnosed as schizophrenic reaction type.

A group of forty schizophrenic individuals, twenty of whom were ambulatory, and twenty of whom were institutionalized, were matched in age, sex, race and education with forty "normal" subjects. Each of the eighty subjects was given the same stimuli: statements from the Minnesota Multiphasic Personality Inventory, and selected pictures from the Thematic Apperception Test. Disc recordings were made of the responses, and the recordings were analyzed in terms of a prepared Rating Scale.

Analysis of the recordings was made by the experimenter, and comparisons of the incidence of voice qualities were made between the experimental group as a whole and the control group;

and between the ambulatory schizophrenics and the institutionalized schizophrenics.

*Conclusions:*

1. On the basis of significant differences evidenced in the voice qualities of the experimental and control groups, it may be concluded that the presence of a combination of certain voice qualities may be included in the symptomatology of schizophrenia. The combination of monotonous, weak, unsustained, gloomy, and colorless and flat vocal qualities in an individual should arouse suspicion of his psychological state, with particular emphasis placed on the possibility of a diagnosis of schizophrenia.

2. No significant difference in the voice quality of the ambulatory and the institutionalized schizophrenic groups was noted, probably because of the frequently fortuitous circumstances which determined whether or not a subject would be institutionalized.

3. A comparison of significant voice characteristics within the experimental group based on sex seems to indicate that males are characterized by unsustained voice quality to a greater degree than females. Females are more prone to have *weak* voice quality than are males.

4. A comparison of significant voice qualities within the experimental group based on race seems to indicate that whites tend to be somewhat more *gloomy* than negroes.

Abstracted by DOROTHY MULGRAVE, *New York University School of Education*

**Nelson, Max, "A Comparison of Electro-Cutaneous Differentiation of Vowels through a 1-Electrode and 2-Electrode System," Ph.D. Thesis, University of Michigan, 1951.**

This study is an introductory part of a long time program designed to develop the potentialities of cutaneous reception of speech. The ultimate objective of this program would be a small instrument that could be worn or carried. It would be similar to a hearing aid. However, in addition to amplifying sound, it would transduce sound to cutaneous stimuli.

The purpose of the experiment itself is to determine the effectiveness of differentiating vowel sounds cutaneously by means of electrodes and to compare a 1-electrode transducer with a 2-electrode transducer.

Ten normal hearing subjects underwent a series of twenty tests each. An aggregate of two hundred tests, comprising eighteen thousand combinations of vowels was administered

throughout the experimentation. Each test was made up of two vowel sounds which had been compressed and were subjected to controls of duration and intensity. The two vowels in each test were presented in random order for a total of ninety combinations. The subjects made a judgment of same or different on each combination. Each subject used the 1-electrode system ten times and the 2-electrode system ten times.

The results indicate that real differences exist between the 1-electrode and 2-electrode systems on many tests. These differences point to the superiority of the 2-electrode system. Individuals show a range of differences in their response to this method of stimulation. Furthermore, subjects attained significantly higher test scores with the 2-electrode system than they did with the 1-electrode system.

The general conclusion is that the 2-electrode system is superior to the 1-electrode system for the cutaneous differentiation of controlled vowel sounds. Real differences exist between individuals in the way they respond to the electrode systems. Subjects attained higher scores through the 2-electrode system than they did with the 1-electrode system. These findings indicate that within the study it is possible for most normal hearing subject to differentiate controlled vowel sounds cutaneously.

Abstracted by MAX NELSON

**O'Neill, John Joseph, "Contributions of the Visual Components of Oral Symbols to the Speech Comprehension of Listeners with Normal Hearing," Ph.D. Thesis, The Ohio State University, 1951.**

An experimental study was conducted to determine the amount of lipreading that normal hearing individuals use in direct face-to-face conversation. In obtaining this measurement controls were exercised over (a) the level of the noise in which the listeners received these symbols, (b) the type of speech symbols the listeners received, and (c) the speaker or source of symbols.

The control of the speech-to-noise ratio involved the use of four noise levels. The levels of noise were set re .0002 dynes/cm<sup>2</sup>. The levels were 86 decibels (—20 decibel speech-to-noise ratio), 76 decibels (—10 decibel speech-to-noise ratio), 66 decibels (0 decibel speech-to-noise ratio), and 56 decibels (+ 10 decibel speech-to-noise ratio.)

To insure that the three speakers maintained their vocal intensity constant in the presence of masking noise they monitored their voices

by means of a magnetic throat microphone attached to a voltmeter.

Four types of materials were used. These were, (1) vowels, (2) consonants, (3) words, and (4) phrases. Seven vowels; [w], [ɪ], [o], [e], [ɛ], [u], [ʊ], and seven consonants; [p], [k], [t], [f], [s], [ʃ], and [θ], were used. One hundred sixty-eight word lists of similar mean intelligibility values, and twenty-one lists of five syllable phrases that were equated for intensity and duration were used as stimulus materials.

Thirty-two undergraduate students of the Ohio State University served as experimental subjects. They were divided into groups of eight members each. Each group viewed three speakers in succession and recorded their responses on write-down and multiple-choice intelligibility test forms.

The techniques of statistical analysis of the results were analysis of variance, and statistical tests for significance of differences (*t*) between mean scores.

The chief findings are summarized as follows: Individuals with normal hearing make appreciable use of visual cues (lipreading) to gain information in certain types of communication environments. The vowels [o] and [i] appear to be both the most visible and audible, while the [s] and [f] are the most visible consonants, and [s] and [t] the most audible.

Further, the present intensity and visibility values assigned to the *consonants* and *vowels* did not assist in their visual identification. Apparently the visibility values now attached to *vowels* and *consonants* are relative, *a priori* values rather than true values arrived at experimentally.

Finally, there were significant differences among the three speakers in their ability to convey information, visually or auditorily.

Abstracted by THOMAS ANDERSON, *Ohio State University*

**Paul, John Eugene, "An Investigation of Parent-Child Relationships in Speech: Intensity and Duration," Ph.D. Thesis, Purdue University, 1951.**

A study was made of the relationships between children and their parents with regard to intensity and duration of phonation. A sample of 107 children containing approximately the same number of boys and girls at each level from kindergarten through the fifth grade was chosen from Morton Grade School in West Lafayette, Indiana. All children were living with both natural parents, were of normal age

for their respective grade levels, were free of speech and hearing defects, and were of average intelligence or above. Each child was brought to the Purdue Voice Science Laboratories by both of his parents. Recordings were made on a Presto tape recorder of the voices of each child and his parents, using a selected group of conversational topics to elicit speech samples. Oral reading was also recorded, using a standard reading passage. For those children who could not yet read, a familiar nursery rhyme was substituted.

All members of a given family recorded the same type of oral responses, and were recorded by the same investigator under a standard set of recording conditions. Each speech sample was then measured simultaneously for intensity, voiced time, and total time. When measurements had been obtained from all speech samples, mean intensity levels and voiced/total time ratios were computed for all subjects for each type of oral response. These measurements were then correlated between each parent and child, and the resulting statistic transformed to *z'* and subjected to four separate analyses of variance. The stated conclusions imply that generalizations concerning boys and girls and their parents related to the voice variables measured may be specific to sex of parents and children and grade levels studied.

Abstracted by M. D. STEER, *Purdue University*

**Sherman, Dorothy Helen, "A Study of the Influence of Vowels on Recognition of Adjacent Consonants," Ph.D. Thesis, State University of Iowa, 1951.**

The main purpose of this study was to test the hypothesis that certain consonant sounds may be recognized, not only from acoustical characteristics inherent in the sounds themselves, and not only as a function of intensity, but also from the influence of these consonant sounds upon preceding or succeeding adjacent vowels. The particular speech sounds which were chosen for study were six voiceless consonants [θ], [f], [p], [t], [s] and [ʃ] in varying combination with three vowels [æ], [u] and [i]. These sounds were selected specifically to make possible the combination of each consonant to be studied with (1) a vowel on whose physical pattern it is known to have a relatively large effect and (2) a vowel on whose physical pattern it is known to have a relatively small effect.

Repeated recordings of the master test list of two hundred syllables with the syllables ran-

domized for each repetition provided thirteen judgments on each sound combination by each listener for each speaker at each of ten intensity levels over a range of forty decibels. Thus, for the graphical representation of per cent recognition as a function of intensity there were, for each speaker, seventy-eight judgments for each point plotted, and for the composite function for all three speakers combined there were 234 judgments for each point plotted.

The data were analyzed by the technique of analysis of variance with a three-dimensional factorial design in which the factors were intensities, speakers, and listeners. An analysis of the trends of obtained means was employed in making the desired tests for significance of the differences the study was designed to investigate. Final results were interpreted by a comparison for each consonant of the trends of per cent recognition as a function of intensity. These recognition trends were compared both for the consonant in initial position and for the consonant in final position.

On the basis of the data obtained, the following statements may be made:

1. In general, the per cent recognition of the consonant may vary as a function of variation in the adjacent vowel.
2. There is evidence contradictory to the hypothesis that per cent recognition of a consonant may be related to the change it effects on the physical pattern of an adjacent vowel as reflected by its influence on the position of bar 2 of the vowel spectrogram.
3. Differences in the per cent recognition of a consonant as dependent upon variation of the adjacent vowel may vary with position of the consonant relative to the vowel.
4. Differences among listeners are a major source of variation in scores obtained in intelligibility testing, and data for listeners, in general, should not be pooled without taking into account these differences.
5. Differences among speakers may be important in investigations concerned with auditory perception of speech.

Abstracted by MARION F. FREEL, *State University of Iowa*

**Tiffany, William Robert, "An Exploratory Study of Vowel Recognition as a Function of Duration, Frequency Modulation, and Phonetic Context," Ph.D. Thesis, State University of Iowa, 1951.**

The purpose of this study was to investigate the possible influence on vowel recognition of certain cues which may be present in connected

speech, but which are not considered in a cross-sectional analysis of the acoustic spectrum of a vowel. The specific cues which it was desired to investigate were those which it was thought might result from 1) modulation of fundamental frequency, 2) variation in duration, and 3) variation in the onset and termination characteristics of the vowel phonation.

Controlled phonations of the twelve commonly distinguished vowels of the General American dialect were obtained from four trained speakers to produce a set of tape recorded stimuli composed of the following kinds of phonations:

1. Vowel segments of 0.08, 0.5, 0.2, and 8.0 seconds duration, i.e., vowels of varying durations from which the onset and termination portions were edited from the original tape recordings.
2. Vowels in a (t)-(p) context, i.e., vowels spoken in nonsense syllables with (t) as the initial and (p) as the final consonant, at a controlled vowel duration of 0.2 seconds.
3. Vowels spoken in isolation, i.e., without adjacent vowel or consonant sounds, and with speaker-controlled durations of 0.2 seconds.

For each of the above types of stimuli there were two conditions of inflection. For the eight-second condition the entire set of twelve vowels was intoned with as little vibrato as possible and again with a definite vibrato. For the shorter vowels there was a condition of rising inflection (of about ten tones per second) and a condition of "level inflection."

The responses of the eighteen-member listening panel provided two recognition scores for each of the twelve vowels at four conditions of duration, three conditions of "context," and two conditions of inflection for each of the four speakers.

The results seem to make possible certain tentative conclusions with regard to the problem of vowel recognition:

1. Vowels may differ markedly in the relative ease with which they are identified, i.e., in what might be termed their perceptual distinctiveness, at supra-threshold levels of intensity. Although no strict ordering, as such, has been attempted for all vowels, the [u], [i], [æ] and [ɜ] appear as decidedly more distinctive than, for example, the [e], [ʌ], [ɔ] and [ɪ].
2. From phonation to phonation the vowel phoneme may be considerably more "unstable" than has heretofore been supposed.
3. Pitch modulation may be a significant contributing cue to the recognition of certain vowels.



4. In so far as phonetic context can be said to provide characteristic periods of onset and termination to the vowel, and in so far as these are lacking in a vowel segment from which the beginning and ending portions have been cut, the present data may indicate that such characteristic variation throughout the length of the vowel in phonetic context may provide significant cues to vowels identification.

5. It appears likely that vowel recognition varies as a function of duration, in ways which depend upon the natural or "habitual" durations of vowels in speech. This study seems to have supplied evidence for saying that the nearer a given vowel is to its "natural" duration the better will be the recognition score for that vowel. In other words, duration may be phonemic.

Abstracted by MARION F. FREEL, *State University of Iowa*.

## II. Public Address

**Andreini, George L., "A Historical Evaluation of Thomas Starr King's Public Address with Special Reference to the Retention of California as a Union State," Ph.D. Dissertation, University of Southern California, 1951.**

The purpose of this study was to make a historical evaluation of the nature and extent of Thomas Starr King's influence on behalf of the Union at the time of the war of the Rebellion. The primary aim of this inquiry, therefore, was (1) an examination of the public address of Thomas Starr King during the critical period of the war and (2) an evaluation of the effects or results of his activity.

*Findings.* The findings of the study may be summarized as follows:

1. Sentiment in California during the critical period of the war was sufficiently divided to justify the fears of those who were concerned lest California leave the Union.

2. It was unlikely that California would have seceded. Paradoxically, the very elements that made for danger and disunity—the geographical isolation, the lack of real leaders, and the cosmopolitan nature of the population—tended also to preclude any concerted action on behalf of the Confederacy. Another factor was the element of selfish interest.

3. The "disloyal" element in California was of sufficient strength to present a problem throughout the entire course of the war. Even after all danger that California would side with the Confederacy had ceased to exist, the South-

ern adherents continued their attempts to lessen California's assistance to the Union. This fact, coupled with the natural apathy that results from a long conflict, far removed, made difficult the task of keeping "loyalty" alive as an active, positive force.

4. Thomas Starr King did not "save" California for the Union. That can be said of no one factor or person. The forces that obtained to keep California in the Union were so complex and inextricably interwoven that to separate them and to assign to each its particular value would be impossible.

5. Even though it cannot be said that Thomas Starr King "saved" California for the Union, it is evident that he exercised, by means of his public address, a truly significant influence on the determination of California's attitude toward the War of the Rebellion. King unquestionably effectively combined the elements of rhetoric and by his use of them marshaled popular opinion to the support of the Union.

6. Thomas Starr King, by his untiring efforts on behalf of the nation and by the widespread influence he exerted for the good of his country, rightfully earned his reputation as a great patriot and his place as one of California's state heroes.

Abstracted by ALAN NICHOLS, *University of Southern California*.

**Barnlund, Dean C., "Experiments in Leadership Training for Decision-Making Discussion Groups," Ph.D. Thesis, Northwestern University, 1951.**

The purpose of this investigation was to study leadership in decision-making discussion groups. The specific objectives included the formulation of a satisfactory theoretical rationale, the discovery of the functional requirements of leadership in decision-making groups, and the measurement of the effects of training on the performance of leadership responsibilities. The hypothesis tested was that leadership depends upon the maintenance of a successful and unique functional relationship with the other members of a group.

The first experimental phase of the investigation was concerned with identifying the specific leadership requirements of decision-making groups. A questionnaire study and an observational study were conducted for this purpose. In the questionnaire study, twenty-four experts were asked to describe the behavior of a successful discussion leader. In the observational study, sixteen trained observers recorded



all leadership interactions occurring in eight experimentally controlled student committees. When the results of the two studies were combined, the following requirements were derived as functions of leadership in decision-making discussion groups: (1) Initiating Group Action, (2) Arranging for Mechanics of Operation, (3) Climate-Making, (4) Regulating Participation, (5) Stimulating Group Thinking, (6) Guiding Group Thinking, (7) Information-Seeking and Evaluating, (8) Clarifying and Resolving Group Conflicts, (9) Summarizing Group Thinking.

The second experimental phase of the investigation was concerned with determining the effects of training on the performance of leadership functions in decision-making groups. Three experiments, using sixteen experimental and ten control subjects, were conducted to collect sufficient data to evaluate the procedures and results. Subjects were used who ranked as the "least effective" leaders of their classes, and experimental and control subjects were matched so that the effects of a two-week Leadership Training Course could be compared with traditional instructional methods. Trained observers, using a Leader Rating Scale, evaluated the leadership of these subjects before and after training. When the scores of all experimental and control leaders were grouped and compared, it was found that: (1) Experimental subjects showed significant gains over controls in sensitivity to the need for resolving conflict and in ability to initiate discussion, regulate participation, and resolve conflict. (2) Experimental subjects showed substantial, though not statistically significant, gains over controls in sensitivity to the need for regulating participation, in ability to establish a permissive atmosphere and to stimulate group thinking, as well as in overall leadership ability and total gain in scores.

Abstracted by DEAN C. BARNLUND, *University of Cincinnati*

**Benjamin, Robert Lavale, "Definition: Its Nature and Function in Argumentative Discourse," Ph.D. Thesis, University of Wisconsin, 1951.**

Based on the belief that concern for the truth or falsity of a statement frequently precedes determination of its meaning, this study seeks to develop and apply a system of meaning-analysis for, and an aid to the meaningful formulation of, descriptive statements. The plan is to combine contemporary views on definition into an analytical system and to

apply that system to a sample of argumentative discourse.

The current view that definition is about language and not about things or notions is accepted as the basis for the following definition: *Definition is the profess of declaring what designators may replace what other designators without altering the truth-value of any statements in which the original designators may occur.*

Where can definition take place? Investigation shows that the descriptive statement (the logical unit in argumentative discourse) is made up of designators of classes, of individuals, of properties, of relations; and predicates, the last being arbitrarily excluded from definitive substitution. Each of these types of designator has different criteria for proper definition. Especially likely to require defining are (1) terms which seem to name properties but actually designate relations, (2) property designators containing hidden value elements, and (3) terms enclosed (for other than conventional reasons) in quotation marks.

Thus the machinery for a meaning-analysis of argumentative discourse is declared to be (A) a clear understanding of the nature of definition, (B) recognition of the various types of designators and the defining criteria for each, and (C) a weather eye for certain conditions usually symptomatic of meaning-difficulties. But these are only guides to the analyst and the formulator; one cannot list enough rules to prevent all conceivable fallacies of definition.

In a preliminary consideration of the nature of argument, argumentative discourse is defined as discourse purporting to support or refute a proposition making a doubtful claim. This proposition may be on any subject; but ultimate ends and certain matters of fact are not arguable. Definition has a minor role in the treatments of argumentative theorists because the propositions they choose (e.g., for debate) have presumably been shorn of much ambiguity. But the meaning-analyst must be prepared to find definition a major problem, especially where arguments have been selected specifically for their meaning-difficulties.

It may be concluded from this study that meaning-analyses are feasible and may be applied with profit to argumentative discourse. But a corollary to this conclusion is that this analytical system—or any other system—will not alone prevent or disclose fallacies of definition; good intentions and a modicum of intuition must supplement the machinery.

Abstracted by ROBERT BENJAMIN

**Cartwright, George Washington, "The Rhetorical Practice and Theory of Edgar DeWitt Jones," Ph.D. Thesis, University of Illinois, 1951.**

George W. Cartwright has in this dissertation undertaken what is perhaps the first systematic rhetorical study of any preacher in his denomination.

The plan of Cartwright's study is briefly, as follows. In the first chapter he presents pertinent biographical data to acquaint the reader with Jones as a man and to suggest some of the forces which may have influenced his development as a speaker. Then, in ten chapters follows Cartwright's detailed analysis of one hundred and thirty of Jones' published sermons, "setting forth his methods of treating his subjects and texts, the kinds of sermons which he preached, the basic organizational patterns of his sermons, the sources of his sermonic materials, his logical, emotional, and ethical proofs, as well as his diction, oral style, and delivery." What Jones does in these sermons rhetorically, Cartwright evaluates in the light of traditional homiletical theory, Jones' criticism of the sermons of others, and in the light of the practices of other outstanding Christian preachers of the past and present. He concludes that Jones' application of traditional rhetorical principles contributed in no small measure to his effectiveness as a preacher, but that no new techniques or theories can be derived from Jones' homiletical practices. In the troublesome life of the first half of the twentieth century in America, with its World Wars, depressions, and social readjustments, Jones served his nation and his church by preaching clearly and constantly a gospel of comfort and good cheer.

Abstracted by OTTO A. DIETER, *University of Illinois*

**Drushal, John Garber, "The Speeches of Louis Dembitz Brandeis (1908-1916)," Ph.D. Thesis, Ohio State University, 1951.**

The purpose of this study was to present from the point of view of the rhetorical critic an analysis of some of the significant speeches of Louis Dembitz Brandeis (1856-1941) made during the period in which he concerned himself with national instead of local New England problems (1908-1916).

The audiences selected by Brandeis during this period fall into six classes: (1) Business and manufacturing organizations; (2) Labor union leaders and members; (3) Congressional committees; (4) State and federal commissions;

(5) Religious conferences; and (6) Organizations sponsoring ceremonial occasions.

The pattern of Brandeis' audience selection showed five traits. (1) It revealed a paramount interest in the economic side of public affairs. (2) Brandeis learned early that the careful selection of his audience could be used to increase his prestige. (3) He demonstrated an interest in all phases of industrial problems. (4) He sought enthusiastic support of democracy as a form of government. (5) The selection of his audiences indicated independence of thought and action.

In his inventional methods, Brandeis was guided by a tenacity of purpose which forced him to find all possible facts about a given issue before him. He became famous for his very devotion to thoroughness, a trait manifested in the preparation of his speeches.

In his speech organization he usually had a well-ordered and easily understood plan. Brandeis did not have the cumbersome and dull style which one might expect from such a careful adherent to statistics and financial statements. He was able to make facts clear and interesting by following the Spencerian precept of economy of style. He continuously strove to avoid wordy, confused, and intricate language. He avoided figures of speech of all kinds. He relied upon simplicity and arrangement to convey his ideas to the hearer with a minimum of effort. He demonstrated that the almost complete absence of figures of speech, emotional appeals, pathetic proofs, and colorful illustrations does not necessarily lessen the effectiveness of an address.

In the delivery of his speeches Brandeis was forceful and direct. He was not a spellbinder. Neither was he flamboyant. He spoke with vigor and firmness, using few gestures.

Abstracted by J. GARBER DRUSHAL, *The Ohio State University*

**Faires, Dena Mae Maxson, "The Concept of Narration in Public Speaking," Ph.D. Thesis, Northwestern University, 1951.**

The object of this study was to investigate the concept of "narration" in order to answer these questions: (1) What is the nature of the concept of narration throughout rhetorical history? How have certain selected public speakers employed narration? (3) What suggestions of value to the teacher of public speaking emerge from a survey of principles and practices? Three speeches were analyzed for effective use of narration.

Early rhetoricians treated narration as a distinct part of the speech following the proem

and consisting of a statement of facts. Later rhetoricians considered narration primarily as a compositional element which could be used any place in the speech. Statements about narration as a part of a speech were examined with reference to the kind of speech, the function of narration under such circumstances, and the rules advanced for narration. Discussions of narration as a form of discourse were examined with reference to the kind of narration, its functions in a speech, and the rules given for narration.

Not until the post-Renaissance period, however, did narration emerge as one of the four forms of discourse; Alexander Bain's *Composition and Rhetoric* initiated this grouping. The use of various narrative forms to accomplish specific purposes in public speaking received considerable attention in America in the twentieth century when criteria for good narrative discourse and rules governing the basic elements of purpose, setting, characters, dialog, and plot were formulated.

The three speeches were next analyzed for effective use of narration. "Prosecution in the Knapp-White Murder Case" was the only one which exhibited narration as a part of a speech as well as a form of discourse. "Acres of Diamonds" was composed of a series of narratives with only enough expository material to hold them together. "The Unknown Soldier Speaks" revealed the use of narration on a large scale, for the entire sermon consists of one narrative developed at length. All of these speeches, although they differed in certain respects, were found to exhibit good narrative technique.

The study concluded by re-examining the rhetorical literature and the speech models for specific recommendations for the teaching of narration by the instructor of speech. The following suggestions emerged: (1) acquaint students with what narration is; (2) tell them how it developed; (3) teach them how to analyze speech models; (4) increase their ability to find story material; (5) develop their skill in using a variety of narrative forms; (6) require them to build a reservoir of narrative speech material; (7) acquaint them with basic elements of narration; (8) direct their attention to contributions from cognate fields; (9) make them aware of delivery as a valuable supplement to compositional skill; (10) furnish students with frequent opportunities to use and analyze narration in public speaking.

Abstracted by DENA MAE FAIRES, *Herzl Junior College, Chicago, Illinois*

**Harper, Richard Davis, "The Rhetorical Theory of Thomas Sheridan," Ph.D. Thesis, University of Wisconsin, 1951.**

The purpose of this dissertation is to explain and to evaluate Sheridan's doctrines of elocution as they are reviewed in the context of the English elocutionary movement, of which he was a principal figure. Disposition of the chapters is such as to allow for three major parts of the dissertation. Of these, Part I considers certain topics which are relevant but peripheral to the central subject. Herein, an introductory sketch of Sheridan is presented with emphasis upon his family, education, career as actor-manager in British theatres, and his writing and itinerant lecturing on elocution.

Part 2 is devoted to an examination of Sheridan's rhetorical theory as set down in his published works. First consideration is given to his concept of the function of written and oral language, and to his preference for the latter as the more effective means for the communication of ideas. His analyses of the various elements of language, voice management, and bodily activity are reviewed, and, wherever possible, compared and contrasted with the ideas of his contemporaries. Sheridan's topics which are examined in this dissertation include: articulation; accent; pronunciation; emphasis; pauses or stops; pitch, or management of the voice; tones; looks and gestures; and the recitation of poetic numbers. Whenever possible to do so, the author's procedure is to include in the discussion of each topic Sheridan's definition of the term in question, his criticism of contemporary oratory as he judges it to be deficient in this particular facet of oral discourse, his source material from the ancients, and his rules regarding its proper use.

The summary part first reviews the place assigned to Sheridan in the natural as opposed to the mechanical school of speech pedagogy. From the evidence, the author concludes that his was a system that was partly natural, partly mechanical—and neither one to the exclusion of the other. In an overall evaluation of the system, certain inherent weaknesses are identified; they are: that no technique is suggested for perceiving meaning from the printed page; that it is not established with reasonable clarity whether Sheridan speaks from the point of view of the speaker or of the audience; that no limits are admitted to one's ability to recognize his own particular manner of conversing (so necessary to one's reproducing this manner on the speaker's platform); and that

the end sought by the system is revealed as mass hypnosis rather than as reasoned persuasion. In spite of these weaknesses, the author also concludes that Sheridan was important as a British theorist and practitioner of elocution.

Abstracted by RICHARD HARPER

**Knittle, Bernard, "John Evans, Speaker and Empire Builder," Ph.D. Thesis, University of Denver, 1950.**

The study, *John Evans, Speaker and Empire Builder*, is an effort to evaluate the life and accomplishments of John Evans, one-time governor of Colorado and leading citizen. It dwells on his relationship to Colorado, although the man had considerable influence elsewhere, with Evanston, Illinois, named after him. John Evans was born in Waynesville, Ohio, March 9, 1814, and died in Denver, Colorado, July 2, 1897.

Emphasis in the paper is placed on the communication of the man, with heavy influence on accompanying historical, environmental, and other personality influences encompassing the man, his times, and his speeches. Considerable influence on the times and his geographical scope of influence is attributed to his oratorical power.

The dissertation deals with: the background of the man, his place as a pioneer citizen of the Territory of Colorado, the aspects of his communication in politics, his communication in transportation, his influence on education, his place in the civic affairs of Denver, Colorado, and his place as a catalyst in society. Of interest in the appendix is a collection of twenty-nine speeches of Gov. Evans, including a limited number generally unknown prior to the research by the writer.

Abstracted by CHASE S. WINFREY, *University of Denver*

**Mahaffey, Joseph Harr, "The Speaking and Speeches of Carl Schurz," Ph.D. Thesis, Northwestern University, 1951.**

The purpose of this study was to portray and analyze the career of Carl Schurz as a political speaker and debater, to set forth the principal lines of argument which he advanced, and to depict and analyze the rhetorical methods which he employed. Specifically, the work considered the man, his audiences, his issues, his methods of speech preparation and delivery, his English language speeches, and his rhetorical theory.

Carl Schurz was essentially a political idealist who fought on two continents for national

unity and free political institutions. A man of undisputed moral courage and integrity, he never consciously permitted personal interests to influence his political acts nor conceded to party allegiance the infallible guidance of political conduct. "To have aims that lie outside ourselves and our immediate circle is a great thing, and well worth the sacrifice."

While Schurz did a great deal of extemporaneous speaking in the Senate and in the strenuous campaigns in which he participated, he preferred either the memoriter or the manuscript method for his more important engagements. His principal addresses were prepared with infinite care. Copies were ordinarily given or dictated to newspaper representatives in advance of delivery, and pamphlet copies were at once made to be used as campaign documents. Contemporaries agreed that Schurz's mastery of English had never been, and may never be, surpassed by any other German beginning to learn the language after reaching manhood.

In their total or over-all development, Schurz's clearly organized speeches were characteristically deductive in pattern. Within this larger pattern, however, his argumentative method was essentially inductive. He made greatest use of such thought relationships as generalization, analogy, and casual relation, particularly the cause-to-effect form. However, enthymematically stated deductive arguments, especially the disjunctive and hypothetical types, were frequently employed. Schurz's propositions were fully developed by the accumulation of sub-divisions, each usually supported by an adequate and valid substructure of evidence.

While he usually subordinated his emotional appeals to the logical elements in the speeches, Schurz constantly sought to win response by appeals to and/or motivation toward duty, honor, pride, patriotism, justice, and social responsibility. Such appeals won for Schurz, if not acceptance, at least respect.

Direct statements in support of Schurz's own character, competence, and good will were almost totally lacking in his speeches. Indirectly, however, the life and record of the speaker and his intellectual integrity and wisdom in the handling of speech materials constituted a strong ethical argument. A man of high moral character, Schurz established himself in his speeches as one unrelenting in his attacks on political evils and as one constantly identified with such virtues as duty, patriotism, and respect for the public welfare.



Implicit throughout Schurz's writings is the belief that logical proof is the most important constituent of argumentative discourse. He believed that speechmaking should be characterized by seriousness of design and cogency of movement, by a "sound, sober, and strong body of argument." Believing "the moral cowardice of the politicians" to be "one of the most dangerous ailments of democracies," Schurz emphasized the importance to the speaker of good moral character—honesty, sincerity, and integrity.

Abstracted by JOSEPH H. MAHAFFEY, *Alabama Polytechnic Institute*

**Merritt, Frank W., "Elihu Root: The Speaker," Ph.D. Thesis, Cornell University, 1951.**

For the purpose of drawing a full-length portrait of Elihu Root as a speaker, the author has organized his thesis into two sections; the first part studies the man and his ideas, and the second part studies in detail the utilization of these ideas in four representative speeches.

The critical evaluation of the speaker, treated in chapters describing his development as a lawyer and statesman, explaining his views on speaking and analyzing his method of speech composition and delivery, comprises one-third of the thesis. The biographical material used in this section is drawn from both secondary and primary sources. Philip C. Jessups *Life of Root* bulks large among the secondary sources; primary sources include personal interviews or correspondence with public figures who knew Root (William Carlos Ferry, Nicholas Murray Butler, Elihu Root, Jr., W. B. Marsh, James Winans), unpublished letters in The Pierpont Morgan Library, personal papers from Root's office files, and unpublished materials at the Hamilton College Library.

The larger part of the thesis is devoted to a uniform analysis of four speeches through a study of backgrounds; speech preparation and organization; logical, ethical, and pathetic proof; oratorical style; and effect. The four speeches selected for detailed study are the speech against Tammany, 1891, the speech on behalf of Charles A. Dana, 1895, the speech on the Philippines, 1900, and the speech on the Panama Canal Tolls, 1914.

Throughout his long and distinguished career as lawyer, senator, Secretary of War, and Secretary of State, Elihu Root found public address a constantly necessary instrument. In intellectual and moral scope, in persuasive artistry, in public response, his speeches exhibit

excellently the strength and weakness of a civic leader whose cast of mind is predominantly legal and intellectual and whose temperament is thoroughly Christian and conservative.

Root's views on public address have been collected and assembled from his speeches and his private papers. In the main, he urged speakers to master the facts, prove doubtful statements, exhibit good character, use exposition as well as argument, get onto common grounds of interest and feeling with their audience, and use clear, simple language that moved the feelings without extravagant expression. He emphatically stressed careful, thorough, conscientious preparation of a speech.

Root's theories of public address are well exemplified in his speaking. He usually spoke extemporaneously from well-organized outlines. He was a competent craftsman in speech composition; he had great skill in presenting large masses of evidence without loss of clarity or force; he arranged his non-logical proofs in a consistent pattern; and he composed his preparations to stir the feelings strongly. His style, which was clear, correct, varied, and forceful, left an impressive rather than a dazzling imprint.

The weaknesses of Root as a speaker are his lack of dramatic and ethical appeal (he did not seize on the imagination of men, and become their leader and hero, his failure to get close to the common man, his inability to dispel the opposition's picture of him as an enemy of the people, his distracting voice, and his lack of grandeur of style. Root was a skilful speaker but not a great one.

Abstracted by ROY F. HUDSON, *Cornell University*

**Nadeau, Raymond Ernest, "The Index Rhetoricus of Thomas Farnaby," Ph.D. Thesis, University of Michigan, 1951.**

This thesis is a study of the *Index rhetoricus* of Thomas Farnaby (1575?-1647), a schoolmaster and rhetorician of the English Renaissance.

The study first undertakes the translation (from Latin and Greek into English) of the second edition of 1633, the first text to include the *Formulae oratoriae* by the same author. The thesis then attacks the problems of (1) a determination of the sources of the rhetorical theory and practice as presented in the *Index rhetoricus*, (2) a comparison of the work with contemporary Latin rhetorics in use in England during the first half of the seventeenth century, and (3) a survey of specific influences on later works and of influences in general.



A basic result of the study is the English translation, which is now available to students of rhetoric for the first time.

Conclusions of the study are as follows:

I. The primary and immediate sources of the *Index rhetoricus* are found to be the *Commentariorum rhetoricorum . . . libri vi* (1605) and the *Rhetorices contractae* (1621) of Gerardus Vossius, the *Systema rhetoricae* (1606) of Bartholomaeus Keckermann, and the *Institutio oratoria* of Quintilian. The secondary and ultimate sources, excluding the above writers, are found to number fifty-nine, among whom Aristotle and Cicero stand out.

II. Comparison with contemporary Latin texts in use in English grammar schools during the first half of the seventeenth century reveals that the *Index rhetoricus* met serious competition in the content and popularity only from Charles Butler's combined works, *Rhetoricae libri duo* (1598) and *Oratoriae libri duo* (1629).

III. Specific influences of the *Index rhetoricus* are largely confined to style in the rhetorical works of Alexander Gil, John Smith, Thomas Stephens, and John Sterling. Less obvious influences in other areas may be seen in the rhetorics of Thomas Horne and William Walker. General influences are assessed in the light of (1) eleven English editions from 1625 to 1704, (2) four continental editions from 1643 to 1672, and (3) evidence of the use of the work in Colonial America.

The appendices to the study include (1) commentaries on, and translations of, the copyright, dedication, introduction, and *Formulae oratoriae*, all of which are a part of the 1633 edition; (2) an essay on Thomas Farnaby as a schoolmaster, classical scholar, and writer of other textbooks.

Palmer, Upton S., "An Historical and Critical Study of the Speeches of Rutherford B. Hayes, with an Appended Edition of His Addresses," Ph.D. Dissertation, University of Michigan, 1950.

The purpose of this study was to present a critical appraisal of the public speaking of Rutherford B. Hayes. While emphasis fell upon rhetorical analysis of representative speeches, the study necessarily embraced biographical and historical material which had special relevance to the public addresses of the President.

Studying Quintilian, Cicero, Blair, and Whately young Hayes became a disciple of the "natural" rather than the "mechanical" school of speaking. After having listened to most of the great speakers of the time he chose Webster

as his leading model, although Lincoln eventually supplanted the great Senator in this respect. The Presidents rhetorical theory would be generally regarded as sound today.

Analyzed in the light of the classical divisions of public address the following observations were made regarding Hayes' speaking practices:

1. *Invention*—He leaned heavily on the advice of friends when preparing major talks. Historical and literary source material supported by observation and newspaper information gave body to his thoughts. Pathetic proof was used sparingly, emphasis being placed upon analysis and logic. Greatest strength probably sprang from his character and his manner on the platform—ethical proof.

2. *Arrangement*—The speeches were uniformly well organized. After reducing the number of issues to a minimum, the most important remaining question was considered first and the weakest last. Within any given argument the historical approach was most commonly employed.

3. *Style*—Conciseness of statement, felicity of language, and an indication of good spirits helped lead to effectiveness. Vocabulary, sentence length and structure, as well as mode of expression, were almost always well adapted to occasion.

4. *Memory*—Hayes usually spoke extemporaneously, although some addresses were read in whole or in part. Minor talks were spoken off-hand, although abundant evidence shows that they were thought through in advance.

5. *Delivery*—Blessed with a baritone voice of good quality and great power, the President spoke rapidly unless his audience was large. Inconclusive evidence indicates that he was an animated talker who gestured effectively. Lack of vividness in the speeches, however, suggests the possibility of some monotony.

He was as Schlesinger has said, a representative of "the best type of Republican of his day."

Abstracted by UPTON S. PALMER, University of California

Quimby, Rollin Walker, "Dwight L. Moody: An Examination of the Historical Conditions and Rhetorical Factors which Contributed to His Effectiveness as a Speaker," Ph.D. Thesis, University of Michigan, 1951.

The purpose of this study was to determine the causes of Dwight L. Moody's effectiveness as an evangelistic speaker. The importance of the study arises from two facts: 1) Moody was

one of the most popular religious speakers which this country has produced, 2) Moody is almost unstudied as a speaker.

Part I of the study is a short biography of Dwight L. Moody which summarizes those events in his life that are necessary to an understanding of his speaking career. The chronology of events shows that Moody devoted fifteen years to religious work before beginning the campaigns which brought him fame. The methods which attracted widespread public attention were developed during this apprenticeship period.

Part II of the study explores the historical setting in which Moody spoke and relates his evangelistic activities to the problems facing the American Protestant churches. The results show that although Moody did not create any new techniques unknown to other religious workers, he did supplement the work of the established churches by appealing to many segments of the population which, for one reason or another, were not in contact with the churches or their ministers.

Part III of the study examines Moody as a speaker. In delivery he was natural, direct, and energetic. In thought he confined himself to the basic message of the Bible as it related to the salvation of mankind. His style was simple and exceedingly vivid. Stories and illustrations were numerous. Although he did include some logical proof in his sermons, he believed ethical and emotional proof were more effective in attaining a favorable audience response. His chief defect as a speaker was his inability to use proper grammar. However, Moody's mistakes were minor and did not interfere with his ability to communicate an idea in a forceful manner.

Two general conclusions may be drawn from the material presented in this study: 1) Moody possessed many of the attributes of a good orator and would have acquired a following in any historical age, 2) Moody's effectiveness as a religious speaker was greatly enhanced because he spoke during a period of American history when there was a need for a good evangelist.

Abstracted by ROLLIN QUINBY

**Stansell, James J., "A Rhetorical Study of the Public Speaking of Eric A. Johnston During His Presidency of the United States Chamber of Commerce," Ph.D. Thesis, Louisiana State University, 1951.**

This study is a rhetorical criticism of the public speaking of Eric A. Johnston from 1912

to 1946, while he was president of the Chamber of Commerce of the United States. Through a critical analysis it seeks to determine some of the factors which gave rise to Johnston's reputation as the foremost business spokesman from 1942 to 1946. In detail the study encompasses an analysis of his national audience and the occasion for his speaking, his basic ideas and their source, his forms of support, his methods of speech preparation and audience adaptation, his speech arrangement, his use of language, and his delivery.

The evidence available in this study points to at least six specific attributes which characterize Johnston's speaking and appear to account in part for his position as spokesman for American business. They are:

1. A "middle-way" concept of cooperative relations between industry and all other groups of the economy.
2. A broad familiarity with the vital issues of the day, strengthened by his own successful background in business.
3. A dominant emphasis upon ethical and emotional appeals to move his war-time audiences.
4. An ability to memorize a manuscript or so familiarize himself with it that his speeches appear to be extemporaneous.
5. A preference for the plain style of language, expressed in the short, fragmentary, and loose sentences of informal conversation.
6. Dependence for emphasis upon his well-modulated, pleasant, expressive voice, rather than upon bodily gesture.

Abstracted by HARRIETT IDOL, *Louisiana State University*

**Winfrey, Chase Sherwin, "Pat Morris Neff, A Personality-Oratorical Study," Ph.D. University of Denver, 1951.**

This study is an investigation of the communicating personality of former Governor of Texas, Pat Morris Neff. The author attempted to bring to light many of the factors responsible for the success of Pat Neff. A short biographical sketch of his background, political growth, and success as an educator is presented first. The following chapters deal with Neff as a politician, social crusader, educator and fraternalist. Finally there is a technical analysis of Neff as a speaker and a study of his speeches with regard to diction, figures of speech, etc.

Neff was a powerful speaker as a result of his early environment close to nature, a mass of information on all subjects, a great love of America and especially Texas, a technical

mastery of alliteration, etc., a devout faith in God and man, and an ability to get to the heart of his subject in the shortest, yet most interesting way. Neff was a crusader, was active in the Baptist church, and gave some of his best speeches before fraternal organizations.

The honesty and sincerity of Neff as an individual went far in establishing him as a persuasive speaker. His "personality," along with his training, background and innate ability, was a vital factor in the man as a communicator. This study presents Neff as a great Texan but the emphasis is on his communicating personality.

Abstracted by MURIEL RITA SNYDER, *University of Denver*

**Woodbridge, Dana Mather, "John Peter Altgeld: A Spokesman for Democracy," Ph.D. Thesis, Northwestern University, 1951.**

It is the purpose of this study to describe and analyze the speeches and speaking of John Peter Altgeld in order to discover his particular sources of power as a speaker. This study necessitates analyses of his character and environment; an attempt to present a rationale of his ideas on the major issues of the day; and an examination of his preparation, composition, and delivery of speeches which includes rhetorical analyses of four representative speeches.

The testimony of people who knew Altgeld and who heard him speak reveals that he was very thorough in the preparation of the speech text. He generally wrote out the speech and then revised it several times; but he did not deliberately memorize his speeches.

Although he did not possess many of the physical attributes commonly associated with successful public speaking, Altgeld had an effective delivery which he achieved largely through his directness, his energy, and his high seriousness in speaking.

Altgeld spoke effectively on a variety of subjects and in a variety of situations. With equal success, he discussed a severe depression with disconsolate laboring men or he boldly stated the issue and declared the policy at a Democratic National Convention.

Altgeld developed a characteristic type of "arrangement" for his speeches. Following the problem-solution organization, he habitually began with an historical analysis of the problem and then presented his recommendations for a solution.

The essence of most of Altgeld's speeches was logical argument. He relied heavily upon cause-effect reasoning, especially in the historical analyses. He often argued from examples, and he used analogies effectively. Whatever type of reasoning Altgeld used, he used with skill, for he habitually dealt with specific ideas, thus leaving no doubt as to what he meant. Altgeld employed a minimum amount of direct ethical and emotional appeals.

By constant hard work through the years, Altgeld considerably improved his speech style. He always used simple, direct diction; and in his later speeches he employed shorter sentences than earlier, which drove home his ideas with telling effect. He gained skill in the use of parallel constructions, balanced sentences and figurative language. Especially in the climactic passages were his similes and metaphors successful.

In these factors, then, lay Altgeld's power as a public speaker; in these respects he was a significant spokesman for democracy.

Abstracted by DANA M. WOODBRIDGE, *Michigan State College*

### III. Interpretative Reading

**Hunsinger, Paul, "Oral Interpretation of the King James Version of the Bible as the Scripture Lesson," Ph.D. Thesis, Northwestern University, 1951.**

It is the object of this dissertation to present a general study of the oral interpretation of the King James version of the Bible when used as the Scripture lesson in the Sunday morning worship services of the Protestant churches. The writer has examined the common practices of ministers in the reading of the Scripture lesson and, in the light of his findings, has made suggestions for improving the quality of the readings through the application of general principles of oral interpretation.

It was necessary to make a survey study of representative ministers within an area large enough to afford a fair sample. The Methodist, Presbyterian, and Evangelical United Brethren ministers in the state of Iowa were selected; questionnaires were sent to nine hundred and forty-four ministers. Over sixty per cent of these questionnaires were answered and returned.

The common practices of the ministers in the oral interpretation of the Scripture lesson, as revealed by the answers to the questionnaire, were as follows: The King James version of the Bible was used by 83.9 per cent of the ministers in their reading; about one half

(50.4 per cent) read the Scripture lesson from the pulpit Bible; only 18.1 per cent used a lectionary or some systematic plan for selecting the Scripture lesson, but 96.7 per cent correlated the Scripture lesson with the sermon; the average number of verses read for the Scripture lesson was 13.7; very few of the ministers memorized the Scripture lesson (only 12.7 indicated that they made any attempt to memorize at all).

Only half of those replying (50.3) had had some training in the oral reading of the Scriptures in their preparation for the ministry. The majority of ministers indicated that in preparing for their oral reading they usually read over the passage silently and then studied the meaning of the passage by reading it in other translations and using various commentaries on the passage; 39.7 per cent of the ministers indicated that they prepared for the Scripture lesson by reading the literature aloud in practice.

Certain basic principles and specific suggestions have been presented in this study that would be of help to the oral interpreter of the Bible.

Abstracted by C. HORTON TALLEY, *Southern Illinois University*

#### IV. Radio and Television

**Crawford, Robert Phil, "Pronunciation of 165 Selected Words by Utah Radio Announcers," Ph.D. Thesis, University of Utah, 1951.**

This thesis studies the pronunciation of radio announcers in the State of Utah through the use of 165 selected words that are commonly mispronounced and that announcers might be expected to know.

The 165 words were placed in a specially prepared script and submitted to the announcers. Sixty-four announcers (75% of those available) from the State's 18 stations made tape recordings of the script. The words on the list, as spoken by each announcer, were then phonetically transcribed and compared with three dictionary sources for agreement of pronunciation. Each announcer was given a mispronunciation score based on this system.

A word graph was compiled for each of the 165 words indicating how the word was pronounced by the entire group. If a number of announcers said the word in different ways, the variations were noted. It was also shown whether the announcer pronunciations agreed with dictionary sources and the name of the dictionary in each case was indicated. Accept-

able regional variations were recorded as correct when the majority of the announcers used a specific pronunciation.

Through the use of biographical material, collected at the time of recording, the announcers were divided into several categories for the purpose of computing which were the most important factors in determining rate of mispronunciation. The categories were: education, experience, size of station (power), location of station (rural or metropolitan), whether there was a network affiliation or not, and whether the announcer was native born or not. An expected over-all proficiency category was also established combining several of the most important factors indicated above. Statistics showing relative comparisons and weight of each category were placed on the individual word graphs. Summary charts were prepared showing the rate of mispronunciation for the sub-groups of each category.

A panel of expert observers classified the announcers into five sections based on the sound of their voices alone. The criterion scores obtained from this observation were compared for relationship with the scores on the tests for education, experience, expected proficiency, and the rate of mispronunciation to determine if there were any correlation between those categories and how good the announcer sounded.

The thesis concluded that the list of 165 words as prepared by the author was acceptable to the radio industry in the State of Utah as a list of representative words commonly encountered and frequently mispronounced by the announcers of the State. It was shown statistically that there is a definite correlation between the number of times words in the list were mispronounced and the expected proficiency scores of the various announcers. The word list could be used to test subsequent groups of Utah radio announcers obtaining similar results.

Announcers with higher expected proficiency scores have a lower rate of mispronunciation than those with lower scores; that is, announcers with the most experience and education, who worked at the largest stations which were network affiliated in a metropolitan area missed fewer words than those at the opposite end of the category. The one single factor that contributed to the lowering of the rate of mispronunciation was experience. The amount of education carried comparatively little weight as a single factor.

Of the 165 words, Utah radio announcers pronounced 135 of them using some acceptable



dictionary pronunciation. Local variations were noticed in 30 words on the list.

Abstracted by ROBERT P. CRAWFORD, *University of Utah*

**DeLay, Theodore Stuart Jr., "A Historical Study of the Armed Forces Radio Service to 1946," Ph.D. Dissertation, University of Southern California, 1951.**

The purpose of this study was to find and record the history of the Armed Forces Radio Service to 1946. The study was a joint project of the Armed Forces Radio Service and the author. Information came from public materials, government papers, private papers, and personal testimony. Personal testimony was the most valuable source of data.

*Findings.* 1. Broadcasts for American troops developed as an answer to needs expressed by overseas service personnel. During the early years of World War II the following American agencies engaged in troop broadcast activities: American short-wave broadcasters, The Coordinator of Inter-American Affairs, The Coordinator of Information and the Office of War Information, The United Service Organizations, the Army's Bureau of Public Relations, Army-controlled stations in Alaska.

2. As a result of World War I experience, the United States Army founded its Morale Branch in 1939. In 1940 this branch began elementary troop radio activities. In August 1941 Frederick Osborn, Chairman of the Joint Army-Navy Committee on Welfare and Recreation, was appointed Chief of the Army's Morale Branch. Later this agency became known as the Information and Education Division. E. Lyman Munson, Jr., Osborn's assistant, envisioned a more extensive troop radio activity. As a result, Osborn selected Thomas H. A. Lewis to develop a new project.

3. Lewis began active duty May 26, 1942. Gradually his Armed Forces Radio Service absorbed all other American troop broadcast activities. The major difficulties in this process concerned assumption of control over the "Command Performance" series produced by the Army's Bureau of Public Relations, assumption of control over troop shows produced by the Office of War Information, and gaining an allocation of specific broadcast time for troop programs on domestic short-wave transmitters operated by the Office of War Information.

4. After lengthy negotiation the Armed Forces Radio Service became a combined Army-Navy operation. Also, late in the war its programs

were used by domestic Army and Navy hospitals.

5. At the height of the operation the Armed Forces Radio Service achieved a weekly production of 17 hours of special programs and 43 hours of domestic network programs from which commercial announcements were deleted. These shows were pressed on vinylite electrical transcriptions. During World War II approximately 2,097,513 of these discs were shipped. At this same time Lewis' agency each week transmitted approximately 437 hours of programs from domestic short-wave stations.

6. During the period covered by this study Armed Forces Radio Service programs were distributed by approximately 274 American service-owned stations 179 foreign government and/or commercial stations, 19 domestic short-wave stations, and 392 known sound systems. In the post-World War II period of the activity the Armed Forces Radio Service gradually decreased. However, the agency became a permanent component of the United States Department of Defense.

Abstracted by ALAN NICHOLS, *University of Southern California*

**McCord, Hallack Hamilton, "Patterns of Communication as Evidenced by a Study of Young People's Radio Listenership Habits," Ph.D. Thesis, University of Denver, 1951.**

The study was undertaken to investigate the possible existence of patterns of communication as might be revealed through an analysis of the radio-listening habits of young people, ranging in age from five through thirty-four years.

From the standpoint of the method, the study may be considered in two parts: (1) quantitative; and (2) qualitative.

Data for the first part of the study were collected from modified area sampling points of Colorado and Wyoming. A diary study was accompanied by systematically selected persons within the regions. This defined sample of radio-listeners was divided into age categories at five-year intervals. Code-classifications for radio listening were set up in order to identify the programs designated in the responses of those persons keeping diaries. All coding of answers was done by two trained individuals. Each coder kept constant check on the work of the other, in an effort to achieve the highest possible consistency.

In summary, the analysis of data indicated the following: (1) Females tended to listen to



the radio more than males did. (2) Male and female listenership patterns were markedly similar as to listening time apportioned. (3) Expressed reasons for listening tended to reflect the maturation of both sexes: program preferences seemed to be influenced in terms of new standards of "reality." (4) Both sexes showed increased volumes of listening, with that of the girls more accelerated around the age of fifteen; however, around age thirty there was a general tapering off in listening volume for both sexes. (5) Over half of the listening time reported was devoted to two types of programs: music and adult dramatic. (6) Most young people stopped listening to juvenile dramatic shows around the age of fourteen. (7) Some persons through age thirty-four continued to listen to the juvenile dramatic shows. (8) Interest in sports was displayed most by males of all ages, with sports broadcasts appealing less to boys of high school age. (9) Many children indicated that they listened to the radio to gain information and knowledge that they could not otherwise obtain; and others listened in terms of the proportions of program types made available to them.

Abstracted by DOROTHY NIELSEN, *University of Denver*

**Rose, Mary Jean, "A History of School Broadcasting in Canada," Ph.D. Thesis, Northwestern University, 1951.**

This study traces the history of school broadcasting in Canada from the earliest experimental broadcasts to those of the present day. The study falls into four main parts, first, a brief history of Canadian broadcasting providing the necessary background for understanding the system under which school broadcasting developed, second, the development of provincial and regional broadcasts, third, the history of the National School Broadcasts, which were started in response to popular demand and fourth, the utilization of the broadcasts and what the provinces and the CBC are doing about evaluating the programmes.

Information for this thesis was secured from government records, CBC files, minutes of the Advisory Council on School Broadcasting, the Bulletins issued by the provinces and the CBC as well as letters and personal interviews with the provincial directors of school broadcasts.

The Canadian system of broadcasting lies somewhere between the completely monopolistic type of Great Britain and the commercially dominated system of the USA. The CBC controls all national broadcasts and net-

works, however, commercial stations do exist on the local level. This control has definitely affected school broadcasting in Canada as many stations, that entered the field at an early date, have since withdrawn.

The school broadcasts, like the Canadian system, have taken a half-way path between the British and American systems. The National School Broadcasts resemble those of the United Kingdom somewhat in the method of control and planning. In both countries, although the British Corporation is responsible for the programmes, an advisory council composed of teachers and radio personnel plans all school series to be produced. This differs from the American system where the control of networks is entirely in the hands of private companies. The planning of all programmes is the responsibility of the network and although they usually consult educationalists where school broadcasts are concerned, still, the primary control remains with the broadcasters. Again, the number of stations carrying a programme differs under the three systems. As a public service contribution the American system has no guarantee of how many stations will carry a series. The British system being entirely monopolistic controls all stations. In Canada the CBC is certain that all basic stations as well as most supplementary stations will carry the school broadcasts thus being assured of complete coverage as is possible.

Regional school broadcasts exist in both Canada and Britain but here the similarity ends for in each country they are planned with different aims in view. The Canadian National School Broadcasts have wider aims such as furthering national unity, while the British tend to adhere to the general curriculum which applies to the whole country. The regional broadcasts in Canada, on the other hand, follow provincial curriculums while in Britain their purpose is to keep alive national traditions and the native languages of Scotland and Wales. There are several other differences as, the number of broadcasts, the formats used and the methods of utilization.

Abstracted by MARY J. ROSE, *Central Technical School, Toronto*

**Starlin, D. Glenn, "A Comparison of Listener Preference with Radio Station Programming in Iowa," Ph.D. Thesis, University of Iowa, 1951.**

*Problem:* This study is a consideration of the relationship between listener preference and radio program offerings in the state of Iowa.

It was designed in an attempt to answer the question, "Do changes in radio station program offerings in Iowa occur *before, after, or at about the same time* that listeners' likes change?"

*Procedure:* The annual Iowa Radio Audience Surveys conducted by Dr. Forest Whan were used as a point of departure for the study. Both program type classifications and listener preference trends were determined by information available in these surveys. Radio station programming was determined by actually tabulating the program offerings of leading stations. Program offerings of the eighteen radio stations broadcasting to Iowa with the largest share of audience were tabulated as representative of program offerings "heard" in the state. A full four weeks schedule of program offerings was recorded for each of these stations for a six year period from November 1943 through February 1949. Programs were tabulated in broadcast units for every hour of both day and night. In order to determine what percentage of all listening was given to a certain station's program offerings, each station's offerings were properly weighted in terms of Iowa listening. From the weighted "program-heard" ratings for each station, yearly percentages were computed for each of the program types studied to obtain program offering data. Yearly trends of these program offerings were then compared with the yearly program preference trends reported in the Iowa Radio Audience Surveys.

These findings indicate that expressed changes in program preference of adult listeners in Iowa had little, if any, direct influence on the type and number of programs broadcast in Iowa. Nor did mere quantity of program offerings broadcast of a certain type seem to influence listeners to express preference for that particular program type. This latter finding is at variance with the generally accepted assumption that a greater supply of programs of a certain type will automatically create a larger listening audience and result in an increase in listener preference for that type of program. This assumption is further discounted by the recurring tendency for inverse relationships between program offering trends and program preference trends as revealed by the data. In the majority of program types studied, there was evidence to indicate that an increase in program offerings and listening led to a decrease in program preference, while a decrease in program offerings was followed by an increase in program preference and amount of listening for a given type of program.

Abstracted by GLENN STARLIN, *University of Oregon*

## V. Theatre

Behringer, Clara Marie, "A History of the Theatre in Ann Arbor, Michigan, from its Beginnings to 1904," Ph.D. Thesis, University of Michigan, 1951.

This study traces the evolution of legitimate theatre in Ann Arbor from the founding of the town in 1824 to the closing of its single opera house in 1904. The scope of the study is comprehensive in respect to the city of Ann Arbor. It embraces the various theatre forms—plays, vaudeville, musicals, and opera. It includes one-act as well as full-length plays. It explores the total theatre scene, professional and amateur.

Ann Arbor newspapers supplied the single most valuable source of material. Generally speaking, the more than twenty thousand issues perused constitute a complete record of the period. Some portions of the eight decades are covered by as many as seven simultaneously published journals. Manuscripts, printed records, and interviews, plus secondary sources, augmented the newspaper material.

The results of the investigation answer three questions: (1) What are the facts that comprise the theatre history? (2) What can these facts reveal about the state of the theatre? (3) What can these facts reveal about the extra-theatre aspects of life? Volume II, a chronological account of performances, partially answers the first question by stating the known chartable facts: dates, titles, authors, composers, companies, directors, producers, designers, place, time, admissions, actors, and roles. Unchartable facts, as well as answers to questions two and three, are in Volume I. Each chapter includes seven major divisions: physical theatre, drama, related dramatic types, management, actors, amateur theatre, and social history. The last-named discusses townspeople, economy, city government, puritanism, transportation and communication, and the University.

The study shows theatre as one of the most revealing facets of community life in Ann Arbor and points to the following conclusions:

(1) The history of the theatre for the town's first eighty years is cyclical in nature. It passed through the following stages: (a) amateur production, (b) exploratory professional forays, (c) performances by touring companies of a calibre of production identical with that displayed in metropolitan centers, (d) performance by touring companies of productions which evidenced a gradual decline in quality, (e) a return—albeit temporary—to amateur production.

(2) The physical theatre was the most potent factor in determining the number and calibre of productions.

(3) The drama presented was largely romantic with occasional treatment of contemporary subjects and "problem" themes.

(4) Related dramatic types such as variety, minstrels, opera, made up an important part of the theatrical fare. Opera was especially popular in Ann Arbor.

(5) A short period of non-local management of the opera house established Ann Arbor as part of the "road"; C. J. Whitney of Detroit operated it as one of his chain of theatres.

(6) Romanticism progressively tempered by realism characterized the acting style. Ann Arbor contributed twelve persons to the ranks of professional actors.

(7) Prolific production by amateur groups attests to a need for self-expression; there was no correlation between amateur production and the quantity of available professional entertainment.

(8) Correlation between the national economy pattern and the local theatre scene was negligible.

(9) The theatre reflected the community's growth, its tastes, customs, and attitudes. Especially pronounced were the evidences of puritanism and of a militant paternalism toward the University.

Abstracted by CLARA BEHRINGER

**Bowen, Roy H., "A Study of Arena Staging Based on Audience Response to the First Season of the Stadium Theatre," Ph.D. Thesis, Ohio State University, 1951.**

This study maintains that evaluation in the theatre should be concerned primarily with audience response. Conclusions are derived from interviews conducted by trained personnel—an average of fifteen for each performance of the six-week season, 1950. They provide a basis for establishing directorial principles and production procedures.

An investigation of buildings especially constructed or converted for arena presentation was carried on and general architectural problems and specific solutions were recommended as to shape and size of the Stadium Theatre. An assessment of arena theory then examines the disagreements concerning the method's functions, limitations and potentialities. Decisions on a completely enclosed arena, the selection of popular plays, and using both campus

and community actors are explained. A chronicle of the season next describes production details and public reaction and critical reception for each play.

Statistical tabulations measuring playgoer's responses are supplemented by production photographs which are valuable aids in analyzing audience attention. The questionnaire's first division, "Physical Aspects of Production," aimed to investigate reaction to the lack of painted settings and act curtains and the physical closeness of lighting, costumes, make-up and properties. The second, "Aesthetic Response," attempted to discover the essence of the actor-audience relationship in the arena. The third, "Actor Position and Movement," was concerned with audience observations which might clarify directorial use of space and action. The last, "General," was designed to establish the playgoer's total response to the arena play and his suggestions for improvement.

The results of audience testing show that physical proximity makes authenticity of properties and costumes imperative, but that the play itself, the total illusion of the dramatic action, is of more interest than production techniques. That physical closeness tends to cause psychic closeness may be concluded from the answers playgoers gave about losing themselves in plays and feeling they were in the same spatial confines as the actors. Individual free responses such as "All barriers were removed" and "I was part of it, not apart from it" reinforce the tabulations.

Audience testing indicated that stressing the human quality of the actor and the play's fundamental idea is a justified directorial simplification. It revealed the illusion of life itself, as opposed to the pictorial illusion of the proscenium stage.

Participation becomes almost inevitable if the play's idea is well projected.

The latter part of the study, dealing with directorial theory, advocates breaking with traditional theatrical techniques such as rigid blocking from a prepared prompt-book and pictorial composition. Rather, the director must be willing to use trial-and-error experimentation and to rely on the instincts of his actors.

Abstracted by ROY H. BOWEN, *Ohio State University*

**Bradford, Clinton W., "The Non-Professional Theater in Louisiana: A Survey of Organized and Miscellaneous Theatrical Activities from the Beginnings to 1900,"**

**Ph.D. Thesis, Louisiana State University, 1951.**

Surveying the non-professional theatre in certain Louisiana communities from its beginnings in 1810-1811 to the close of the nineteenth century, this thesis includes a chronological record of events and discusses organized amateur theatrical groups, noting specifically the nature of their organizations and their objectives and giving some evaluation of the quality of their productions. The information comes from available files of nineteenth century newspapers, supplemented by diaries, personal letters, and reports of earlier investigations of phases of the history of Louisiana.

Five communities formed theatre associations during the pre-Civil War period: St. Francisville organized its Theatre Association in 1810-1811; Alexandria, the Thespian Association, 1821; Franklin, the Histrionic Association, 1850; Clinton, The Shakespearean Society, 1855; and Thibodaux, the Philharmonic Society, 1858. These early associations operated under adopted constitutions and by-laws administered by a president, secretary-treasurer, and stage manager; they financed activities by subscription, by assessment of members, and by receipts from admissions to performances. They equipped small theatres in buildings already available and performed about every two weeks during the period of activity from repertoires of standard plays.

In the early years of Reconstruction, community groups presented variety programs of tableaux, charades, and music to finance the rehabilitation of institutions which had deteriorated during the war. Large numbers of people participated, and communities provided liberal patronage. These entertainments motivated a broad interest in amateur theatrical activity, which led to the formation of numerous well organized theatre clubs in all of the principal towns of Louisiana. Two types of organizations were prevalent: those with restricted memberships of young men which presented frequent regular dramatic programs for community entertainment and their own mutual improvement, and those with unrestricted memberships which gave less frequent dramatic programs but which provided a broader scope of entertainment, including literary, music, and variety programs.

Plays given during the Reconstruction period were the standard short comedies and farces and longer melodramas of the professional theatre. Great emphasis was given to original stump speeches, comic songs, and "Ethiopian

farces" satirizing state and local Reconstruction government officials and burlesquing the recently emancipated Negro. Theatres were often converted storehouses; but in some cases they were public halls designed with stages, dressing rooms, and other standard theatre appurtenances and often built by the local volunteer fire companies.

Organized amateur theatre in Louisiana reached the peak of its development during the decade of the 1880's. It had improved theatres, capable directors, and experienced actors. Organizational objectives changed emphasis from that of providing entertainment for the community and financing local institutions to that of providing for the cultural development of their members.

By 1895, the theatres of the larger communities were under private management. Regular professional theatre circuits gradually grew in importance after about 1880. By the close of the century, amateur theatre was reduced to small organized groups which gave two or three performances each year.

Abstracted by CLINTON W. BRADFORD, *Louisiana State University*

**Crouch, Jack Herbert, "Some Shakespearean Stage Conventions," Ph.D. Thesis, Cornell University, 1951.**

The purpose of the study is to suggest, through an examination of some of the architectural antecedents of the Elizabethan public out-door playhouse, the conventional nature of the Shakespearean theatre. The method applied is an inquiry into the domestic antecedents of the playhouse and the testing of both theatre and manor-hall by a staging study of two of Shakespeare's plays—*Romeo and Juliet* and *Antony and Cleopatra*.

Using John Cranford Adams' reconstruction of *The Globe Playhouse* as a guide, the author gives the following as common features of the public out-door playhouse located in and about London at the close of the sixteenth and beginning of the seventeenth centuries:

- (1) Constructed of heavy timber, probably oak.
- (2) Forty-three feet in height.
- (3) Having an outer width of about eighty feet and a pit within of fifty-five feet.
- (4) With a platform four or five feet higher than the ground of the pit, jutting half way to the center of the pit.
- (5) Symmetrically shaped and three stories high.
- (6) With a tiring-house containing on the



first floor a curtained inner stage, a second floor with a chamber with a draw curtain, and a third floor with a partial roof surmounted by a "hut."

The author proposes that most of the architectural antecedents of the Elizabethan public out-door theatre were to be found in the domestic-manorial buildings of the middle and early-modern ages in England. Symmetry, impregnability, and functional expressiveness were the basic considerations in the architecture of the time. The author points specifically to marked similarities between the theatres and the manorial buildings: in uniformity of structure, in decorative method, and in arrangement of the various parts of the buildings.

The author re-focuses on the following principles as intrinsic conventions:

- (1) The plays were (and should be) presented without interruption.
- (2) Shakespeare's plays were narrative rather than dramaturgical.
- (3) Actors communicated directly to the audience.
- (4) The actor was surrounded on slightly more than three sides.
- (5) The platform was "unlocalized" and unencumbered with scenery.
- (6) The upper stage was used for localized scenes as well as for the musicians.
- (7) Costumes were contemporary with Shakespeare's day.
- (8) Daylight (or in the indoor performances, diffuse artificial light) provided general illumination of acting and audience areas alike.
- (9) Music was used as a part of the play or as a separate entertainment feature, but not as background for acting.
- (10) Boys and men took the parts of girls and women.

A resumé of some modern experiments in Elizabethan staging is given by the author, and he indicates that none of them has been entirely satisfactory. He concludes with the statement that it remains for the architects of the professional theatre to design the structure that will belong to our age and yet serve Shakespeare as well as his own theatre did.

Abstracted by THURMAN W. STANBACK, *Cornell University*

**Dugan, John Thomas, "The First Principles of Dramatic Composition: A Comparative Study of Selected Theories of Dramaturgy," Ph.D. Thesis, University of Minnesota, 1951.**

The study proposes to examine selected theories of dramaturgy in order to (1) abstract the first principles of dramatic composition contained in those theories, and (2) evaluate the validity of the first principles thus abstracted. The object of abstracting the first principles is to clarify the existing confusion concerning their make-up and meaning. The validity of the first principles is examined in an attempt to determine their rational grounds for credence.

The materials of the study are divided into major sections which approximately correspond chronologically to significant epochs in the evolution of the theory of dramaturgy. Thus, the theorists selected for study are treated in the following divisions: The Ancients: Aristotle and Horace; The Renaissance: Castelvetro, de la Taille, and Sidney; The Seventeenth Century: De Vega, de'Aubignac, and Dryden; The Eighteenth Century: Diderot and Lessing; The Nineteenth Century: Freytag and Brunetiere; The Twentieth Century: Archer, Baker, and Lawson.

The principal findings of the study follow:

1. A major cause of disagreement and confusion seems to be the failure on the part of the theorists, at least, to distinguish between valid and invalid first principles. Thus, in the study only four theorists were found to have derived first principles which appeared to be worthy of credence. These theorists were Aristotle, de Vega, Lessing, and Freytag. De Vega's first principles were found to be valid for seventeenth century Spanish drama. Yet, because of their minimal exposition, it does not seem advisable to claim more for them. However, the first principles of Aristotle, Lessing, and Freytag, which were seen to be identical, may be said to be valid for all drama up to the time of Freytag, at least, since Freytag demonstrated their reliability for all drama up to his day.

2. The identical first principles of Aristotle, Lessing, and Freytag are:

The ultimate end of drama is to give a rational, refined, and distinctive pleasure, while the proximate end is to the arousal and purgation of the emotions. The elements of drama are Theme, Plot, Character, and Dialogue. The essential element is Plot.

Theme is the meaning or the essential idea of the drama.

Plot, as the essential element, may be considered to comprise the remaining elements of drama in order to convey the Theme of the drama. Therefore, it may be said: Drama is Plot and Character in action.

Character and action are inseparable, except for purposes of analysis. In essence, drama, or Plot, may be said to be the conscious will in action.

Dialogue is the verbal expression of the Characters. It may be in prose or in poetry.

Abstracted by DAVID W. THOMPSON, *University of Minnesota*

**Engar, Keith Maurice, "Political Satire in Selected American Plays of the Twentieth Century," Ph.D. Thesis, University of Minnesota, 1951.**

The purpose of this study is to see what political objects twentieth century native American playwrights satirize and to appraise their use of satire.

In determining which plays and musical comedies should be studied, a synopsis was read of every full-length production on Broadway within the period of this study, 1900 to 1950. If a synopsis indicated any type of political character or political incident the play was noted. Some 400 plays were selected for detailed examination. Of those 400, 150 were available for study, and of the 150, careful reading revealed that fifty-seven contained political satire. Those fifty-seven plays provide the basis for this study.

It was necessary to synthesize a working definition of satire. For purposes of this study, the following was used: Satire is prompted by a spirit of criticism. It may or may not call for reform, though most often reform is implied. The author of satire must be detached, for if he becomes emotionally involved, satire disappears. Satire may criticize an individual object or a general type, but the target must be of sufficient stature to deserve ridicule instead of pity. In this study, a play is judged a satire for its motive and spirit alone. There are three general divisions of satire which are not necessarily present alone in a satirical work, but which may blend and be superimposed. These divisions are (1) invective satire; (2) burlesque, both high and low; (3) irony, including verbal irony, irony of manner, and irony of fact.

The three most commonly used forms of satire were low burlesque, irony of inversion, and sarcasm. All other forms were used, but with less frequency than the above.

Playwrights did not hesitate to superimpose one form of satire over another. The most common combination was irony of inversion and low burlesque. In many plays low burlesque characters would have speeches of irony

of inversion, as in *Of Thee I Sing*, *The Front Page*, and *Knickerbocker Holiday*.

Isolated satirical speeches were effectively scattered through fundamentally serious plays. The best examples were *Spread Eagle*, *Both Your Houses*, and *State of the Union*.

Playwrights chose a wide range of subject matter for their satires, touching on international, national, and local politics. The most common objects of satire were the hypocrisy and corruption of individuals in politics.

The period from about 1925 to 1938 marked the most intensive concentration of political satires during the span of this study. Local governments, particularly Chicago's, were objects of satire in the important plays of the first few years of the intense period. From 1931 to 1938, national politics provided the most important objects. As a rule, the party in power was the dominant object of satire, but the Republicans continued to be satirized long after the New Deal came into power.

Abstracted by D. W. THOMPSON, *University of Minnesota*

**Freeman, Sidney Lee, "The Forms of Non-Proscenium Theatre; Their History and Theories," Ph.D. Thesis, Cornell University, 1951.**

The author finds that the proscenium stage with its naturalistic techniques and its tendency to retreat from its audience has been a dominant form only since 1880, and that it has never altogether driven out other forms. He describes the non-proscenium theatres of the ancient Greeks and Egyptians, of the oriental countries, of the Romans, of Europe during the Middle Ages, of various countries during the Renaissance, of the Restoration period, and of the past two centuries. He considers theatres in religious places, in residences, in public buildings, out-of-doors, in tents, and in special structures. He describes many non-proscenium theatres now operating in this country and considers their significance as a part of a general revolt against the proscenium theatre and its techniques. However, he finds that few of them have as yet adopted the presentational staging and the poetic drama that were characteristic of non-proscenium theatre at its best in other places and times. In his consideration of desirable theatre styles, he cites chiefly Bakshy, Evreinoff, and Fuchs. In aesthetic theory, he relies upon Roger Fry, Langfeld, and Joad.

Abstracted by BROBURY PEARCE ELLIS, *Cornell University*

**Gaupp, Charles J., Jr., "A Comparative Study of the Changes in Fifteen Film Plays Adapted from Stage Plays," Ph.D. Thesis, State University of Iowa, 1950.**

There are three factors which influence screenwriting. These are the Code of the Production Code Administration, the results of audience research, and the practice of story conferences. Each of these factors purport to reflect the tastes and attitudes of the mass motion picture audience. The P.C.A. Code does so in that it is a guide to the treatment of moral and ethical attitudes on the screen, its influence arising from organized public opinion.

The audience research surveys reflect the profile of the movie audience and the attendance habits of this audience. These surveys have reported that the average age of the audience is nineteen years, that the audience is more or less evenly divided as to men and women, and that there is a strong corollary between the appeals for audience identification and the success of a film play.

The story conferences foregather to criticize and make recommendations for revisions based on the experience of the experts around the table. These revisions are made in terms of the appeal of the film for the widest possible box-office returns.

To see what effects these factors have on the craft of screenwriting, a comparative analysis was made of fifteen film plays adapted from stage plays. The characteristic pattern of changes centered about expository materials, characterization of major characters, and the function of minor characters.

While each of the fifteen stage plays have material which, in one way or another, violated the tenets of the P. C. A. Code, the changes dictated by the Code were less numerous than the changes in the techniques used in presenting expository material, the major characters, and the minor characters.

Only that exposition which is pertinent to a clear understanding of the major characters and the main course-of-action is retained in these film plays. If necessary for the sake of clarity, the film play will extend the time limit of the stage play to show, graphically, all such pertinent items of exposition.

The major characters in these film plays present a characteristic pattern despite a wide variance in the original stage plays. In these examples, we find a clear and credible protagonist, coupled with a co-protagonist or objective of the opposite sex, both highly at-

tractive and with strong, universal appeals, in conflict with a well-matched obstacle. This obstacle is shown to be wholly bad and unsympathetic only if he violates human or natural law (according to the definition of the P. C. A. Code). Otherwise, this obstacle is drawn with fewer or less sympathetic appeals than the protagonist or the objective. In all of these film plays, the obstacle is overcome by the protagonist with no loss of attractiveness or appeal.

In these film plays, all sub-plots of minor characters or technical cover-scenes devoted to minor characters are deleted.

How much of these changes are the direct result of the influence of the audience research surveys and the story conferences cannot be determined. In all cases, these examples have been written under the control of these influences and have thereby been aimed directly at the widest acceptance by the widest possible audience. Moreover, these film plays have more definite and more universal appeals than the original stage plays.

Abstracted by CHARLES J. GAUPP, JR.

**Gledhill, Preston Ray, "Mormon Dramatic Activities," Ph.D. Thesis, University of Wisconsin, 1951.**

This study presents an investigation into the theatrical activities of the Mormons (members of the Church of Latter-day Saints) from the earliest recorded activity (c. 1839) to the present (1950). It explains why, unlike other religious groups, they have always had an unusual interest in the theatre, what their philosophy of recreation is, and why they have participated almost en masse in dramatic activities. The major portion is a chronological study of the dramatic activities themselves with a record and evaluation of Mormon developments and accomplishments in, at least, their own theatrical orbit.

After an analysis of all data pertaining to this subject, the writer has come to the conclusion that the following are the distinctive and salient features of the Mormon Dramatic Program:

Mormon dramatic activities consist primarily of producing all types of long and short plays for public or semi-public presentation, but also include studying the drama (dramatic literature, history, aesthetics), the presentation of skits, blackouts, radio dramatizations, pageants (not included in this study), road shows, and dramatizations of sundry didactic materials for instructional purposes.

The Mormon Dramatic Program represents the closest alliance of Church and Drama in modern times. Drama receives more sympathy, support, and emphasis than in other churches. As a group, the Mormons have always loved the theatre, and, at least for their own members, have spiritualized the theatre. It is the most extensive dramatic program, and it is growing each year. In 1949-50 there were 2169 organized Mormon theatre groups. Some were relatively inactive, but all together they presented between four and five thousand productions. It is a mass participation activity that has had a cultural influence upon all members of the Church. It believes in giving a wholesome outlet to the universal dramatic urge. It has a unique central organization which directs M.I.A. dramatic activity throughout the world. It has had a class instruction program in drama for all church members without parallel in other churches. It represented the most important dramatic activity between the Mississippi and the Pacific coast during the third quarter of the nineteenth century.

Mormon prophets Joseph Smith and Brigham Young were the founding fathers of the earliest community and little theatre movements in America.

Social Hall, built in 1852, was the first building of its kind erected by a church and probably the first theatre west of the Missouri River. It also was the first little theatre in America. When the Salt Lake Theatre was built in 1862 it was not only one of the best theatres in America, but it was the finest building of any kind in the Rocky Mountain area. Perhaps it was the only fine playhouse to be built for religious and moral as well as cultural and entertainment objective. It is the Mormons' outstanding example of their belief in the theatre.

The Church Drama Committee (from M.I.A. General Board) publishes an annual volume of one and three act plays purchased under a unique blanket royalty plan which permits all wards and stakes to produce them without charge for a year, thus providing better plays at a great savings.

For several years the M.I.A. sponsored church-wide drama contests with approximately one thousand ward drama groups competing each year. The eliminations were on a ward, stake, district, division and all-Church basis. Contests were superceded by ward, stake, and all-Church festivals. (The latter are held at the general M.I.A. June Conference in Salt Lake City.) Serious drama was used most in contest work

but in all regular M.I.A. productions comedy has been much more popular.

While the Mormons have a tremendous amount of dramatic activity, the quality of their productions is not high. Mass participation and good quality seem incompatible.

The larger purpose of this and other activity programs of the Church is to preach the gospel of Jesus Christ and to develop better Latter-day saints.

Abstracted by PRESTON GLEDHILL

**Holland, Reginald Valentine, "The American Theatre as a Form of Public Address," Ph.D. Thesis, Cornell University, 1951.**

This thesis concerns itself with the manner in which the American drama and theatre have been used to affect the course of American history, from its earliest instance in 1714 until 1940.

The drama of public address is defined as those plays which are written with the prime intent of moving an audience to action or acquiescence on incipient public questions. The study correlates what was being advocated on the American stage with events in the political and social history of the country.

During the Revolutionary period the playwrights of both sides found in drama, pageants, and celebrations a vivid means of showing men how to view life directly, and be persuaded by the words of public figures spoken in a living setting. From the American Revolution a new national drama was born, a drama which began as a form of public address, and which did much to compel in the young nation the will to fight.

The theatre in the period of the Federal Aristocracy versus Democracy (1785-1815) was one of partisan theatres more than partisan plays or playwrights. The theatre itself was the persuasive vehicle for motivating the favored faction to act, even though the action took the form of demonstration. These theatres reinforced conviction rather than changed belief; however they provided a place where public opinion was expressed.

The author finds that while plays of the period of 1785-1815 reinforced conviction, other plays were written and produced to effect a change of belief. The chief example is *Uncle Tom's Cabin*, the influence of which contributed to the persuasive process of bringing the problems of slavery vividly before the eyes of thousands of American theatre-goers, many



of whom had never read the novel and knew little or nothing of *The Key to Uncle Tom's Cabin*, which provided factual evidence of the evils of the slavery system. These three media of public address—i.e. novel, play, and Key—provided an interpretation which had an immeasurable influence on the thinking of American citizens during the ten years preceding the Civil War.

The era of 1865-1900 was a period of transition in both the theatre and the nation. The issues which did arise were not of universal or national scope and seldom caught the attention of the centralized New York theatre. Around the turn of the century the theme of political freedom was replaced by a prevailing concern for economic freedom. The economic issues which affected all audiences permitted the drama to speak out for the rights of individuals, climaxed in the Labor stage groups in the period of 1930-1940.

Abstracted by ELEANOR RINGER, *Cornell University*.

**McFarland, Lewis Garmer, "Study to Discover the Major Weaknesses of 67 Untried Plays, and to Discover if these Weaknesses Formed Characteristic Patterns," Ph.D. Thesis, State University of Iowa, 1950.**

This study was concerned with discovering the major weaknesses of a group of sixty-seven untried plays, and whether or not these weaknesses formed characteristic patterns.

The plays were surveyed and systematically analyzed with the aid of a set of questions based on the weaknesses observed in the plays.

Ten major weaknesses of plot construction were found in the plays: (1) a failure to treat the developments of the story in proportion to their importance, (2) a lack of universality of appeal, (3) obscure, illogical endings which were inconsistent with the purpose of the author, (4) elements which were unrelated to the purpose of the author, (5) insufficient or excessive information, (6) excessive use of repetition, (7) faulty use of emphasis, (8) the use of chance happenings for important developments of the story, (9) the omission of obligatory scenes, (10) excessive delay in the introduction of decisively complicating factors.

Eleven major weaknesses in the techniques of characterization were observed: (1) actions which were inconsistent with the characters, (2) lack of motivation for the actions of the characters, (3) central characters lacking ad-

mirable or unusual qualities, (4) insufficiently developed characters, (5) characters lacking in some of the qualities which would be appropriate to their stations in life, (6) central characters lacking in purpose and initiative, (7) characters who failed to react emotionally to situations which affected their welfare, (8) lack of a variation in intensity of the emotional reactions of characters, (9) failure to intensify emotions by contrasts, (10) slow establishment of character, (11) emotional states which were inconsistent with the characters.

Five major weaknesses were found in the dialogue of the plays: (1) failure to focus attention of the reactions of the characters in scenes of discussion and debate, (2) characters lacking a distinctive manner of speech, (3) speeches in paragraphic form, (4) lack of continuity of thought between speeches, (5) formal language.

Four factors were found which affected the seriousness of a weakness: (1) the frequency of its occurrence, (2) the length of time it was operative, (3) the kind of practice involved, and (4) the presence of other factors which compensated for it to a degree. It is, perhaps, significant to note that the four plays in this group which eventually achieved production on Broadway showed fewer weaknesses than did the others.

Abstracted by LEWIS GARMER MCFARLAND

**McIlrath, Patricia Anne, "Typification in the Characterization of Contemporary American Drama: With an Analysis of Stereotype," Ph.D. Thesis, Stanford University, 1951.**

This study attempts (1) to define and clarify the significance of the term "stereotype" in drama as opposed to its similar, but not synonymous, core of meaning in other disciplines; (2) to investigate the types of characters which have been created by representative contemporary American dramatists, and to evolve a classification of those types; (3) to apply a scientific approach in analyzing a representative example of each significant category evolved from placing all the agents of two-hundred and seventy-five contemporary American plays into types; to use, as basis for investigation, frequency of repetition, significance because of analyses of the human prototype in other disciplines, and significance from the standpoint of aesthetics; (4) to investigate the technique of typing and of individualizing an agent in drama; and (5) to record characteris-

tics of contemporary American civilization as reflected in the characterization of the plays.

The following types were discussed: racial, national, regional, domestic, occupational, social and psychological, represented by the negro, the Southern "belle" and "colonel"; the Italian-American; all the family types with emphasis upon the most frequently repeated character in American drama, the husband; the businessman and the artist-idealist; and last, the Hollywood stereotypes. The social structure was found to be the most significant factor in the molding of types and in the formation of stereotyped patterns of behavior both in life and in art.

Of the six-hundred and fifty-nine groups which were sufficiently homogeneous to stand out as types, sixty-eight were repeated in a relatively inflexible manner and are popularly considered stereotypes. An appendix contains a classification of types and stereotypes in specific American dramas.

Abstracted by PATRICIA MCILRATH, *University of Illinois*.

**Phillips, Thomas J., "Three Original Historical Plays," Ph.D. Thesis, University of Denver, 1951.**

In writing three original historical plays, Thomas J. Phillips took as his two basic criteria: (1) each play must be stage worthy, and (2) each play must involve historical materials, or experimental staging techniques, or both. He brought in the critical element, by adding a critical preface to each play, thus coordinating his research and creative techniques.

The research for the dissertation included an examination of the available published, and unpublished materials, related to the historical event used in each play, supplemented by interviews with persons in the field, which added data to the event concerned. Freedom was taken in the treatment of fact, and in the assignment of motives. The author is more concerned with the affect of the fact on the human, than the fact itself.

*The Smoke of Ludlow* is a story of the "Long Strike" in the Southern Coal Field of Colorado, reaching its climax with the destruction of the tent colony at Ludlow on April 21, 1914. The theme is the futility of violence as a means of combatting social injustice. *A Reasonable Agreement* concerns the events leading to the marriage of Benjamin Franklin and Deborah Read. The theme is on the humorous results of rationalization as a guiding principle of

human behavior. *They Are Gone Out of Caa-nan* is the story of a man forced suddenly from the secure Victorian life of an Iowa coal camp into the disorganized complexity of American national life. The theme is the loss of faith, characteristic of recent years, which has resulted in the dual development and ultimate clash of materialism and idealism.

Abstracted by JEAN JOHNSTON, *University of Denver*.

**Robson, John Luttrell, "An Experimental Study of Fluctuations Among Successive Play Performances," Ph.D. Dissertation, University of Southern California, 1951.**

The problem of this study was: How much fluctuation can be expected in (1) play performance and (2) audience response when the same play is enacted on successive nights before similar audiences? To answer this question, a program of three one-act plays was presented on three successive nights in the University Experimental Theatre, and measurements were obtained by means of tape recordings, infrared ray photographs, rating scales, and direct observations.

The following measurements of play performance were secured: number of lines omitted, number of lines added, number of miscellaneous sounds, and cast ratings on the over-all effectiveness of each performance.

The following measurements of audience response were secured: audience ratings of interest value of a play; cast ratings of audience responsiveness; systematic records of visible audience responses by trained observers; judges' ratings of infrared ray pictures of audiences watching each play; number, volume, and duration of laughs; volume and duration of applause; and number of coughs.

The reliability, validity, and feasibility of the several measurement techniques listed above were evaluated.

On the whole, indications are that successive performances of the same play before similar audiences may be considered constant, fluctuations being within the realm of chance expectancy.

Abstracted by MILTON DICKENS, *University of Southern California*.

**Schoell, Edwin Robert, "A Quantitative Analysis of the Contributions of the Community Theatre to the Development of the Drama," Ph.D. Thesis, University of Denver, 1951.**

The purpose of this study is to trace the drama activity in the community theatre from 1910 to 1950. A quantitative study, it is designed to show the trends in attitude toward the drama that have been established, and the changes and modifications in dramatic activity that have taken place in the community theatre for the past forty years.

The author divided his investigation into three sections. The first two sections comprised an historical survey of the activities of the community theater in the drama from 1910-1920, and 1920-1940. Data were collected from the literature. Data thus collected were consolidated to establish the activity trend that characterized the two periods. The third section was an original survey investigation for the period 1940-1950. Questionnaires were sent to 80 community theatres requesting information as to the selection of plays, the function of the theatre in the community, competition, attendance figures, and a break-down on the percentage of types of plays presented. Fifty-six responses are treated individually, and the total responses are analyzed in statistical tables. The author concludes that the 1940-1950 period made no significant contributions to the drama in America.

Abstracted by B. OVERFIELD, *University of Denver*.

**Thornton, Helen Gwendolyne, "A Thesaurus of Terms Relating to Scenery," Ph.D. Thesis, University of Denver, 1951.**

The author approaches the terminology of scenery from two aspects; the aesthetic, and the mechanical. The study is concerned with the definition and historical background of scenery, settings, and types of stages. This is facilitated by a chronological alphabetized grouping which includes markings for pronouncing the terms as found in standard unabridged dictionaries. Changes in terminology are also noted chronologically. When opinions of authorities are in controversy, several opinions are presented along with that of the author. "Cross references have been included to avoid confusion of terminology."

Many incidental hints for the amateur as well as the professional scene designer and builder can be found as the terminology often suggests methods as well as mixtures for preparing scenery.

Abstracted by HAROLD BRASELL, *University of Denver*.

**West, Lillian Edna, "Contemporary Broadway Criticism," Ph.D. Thesis, University of Wisconsin, 1951.**

This thesis is a study of contemporary dramatic criticism, based on treatment by New York critics of thirty carefully-selected plays produced in New York from 1940 to 1950.

Nine critics have been selected: (1) Brooks Atkinson, John Chapman, Robert Garland; (2) John Mason Brown, Wolcott Gibbs, Joseph Wood Krutch; (3) Eric Bentley, George Jean Nathan, Stark Young.

The plays used as critical subjects are varied. The list includes eighteen presentations of original scripts in English, one translation of a new French play, two adaptations of novels, six revivals, two new adaptations of classics, and one musical. The plays provide widely diverse themes, characters, and staging.

The study has attempted to correlate and interpret existing functions and standards of dramatic criticism, to derive therefrom an explanation of the basis upon which evaluation has been expressed, and to establish more positive criteria whereby critical opinion of dramatic production might become an asset rather than a liability to the art of the theatre.

The findings sustain the belief that dramatic criticism cannot be evaluated by one set standard of absolutes, for the subjectivity involved in critical writing mirrors too plainly the individuality of the critic, his interpretation, and his reaction. Indications are summarized as follows:

- (1) The critics are divided in their conception of their chief responsibility.
- (2) They generally devote more time and space to the work of the dramatist than to any other phase of the theatre art synthesis.
- (3) They are seldom unanimous in any evaluation.
- (4) Although the temper of their accounts affects powerfully the length of the run, it is not true that antagonistic reviews always close a show.
- (5) The critics are influenced somewhat by the reputation of a well-known playwright, but the extent of influence varies according to their respective goals. All the critics, however, use higher standards in judging works of established playwrights than the initial offerings of unknown writers.
- (6) At times the critics are mildly tolerant of minor weaknesses in a new writer's efforts, and even attempt to evaluate his play in terms of what they believe him capable of doing.

- (7) The critics find the judging of acting difficult because of its extremely personal quality. But the presence of celebrities in the cast does color their reviews, and the greater the ability the more they expect in performance.
- (8) The critics' acknowledgment of technical merits of the production seldom indicates the extent of their familiarity with theatrical staging. Even if it were more revealing, the critical judgment could not be accepted as infallible because of the integration of the various elements in staging and the impossibility of complete identification, from the spectator's seat, of all backstage responsibilities.
- (9) If the offering is a revival, translation, or adaptation, the critics' evaluation is made after comparison with the original form in which they first became acquainted with the theme, for the state of mind in which the critics view such a production is generally pre-conditioned.

Abstracted by LILLIAN WEST.

## VI. Speech and Hearing Disorders

Buck, McKenzie William, "An X-ray Study of Cleft Palate Oral and Pharyngeal Structures and Their Functioning During Vowel Phonation," Ph.D. Thesis, State University of Iowa, 1951.

Twenty individuals with complete unilateral clefts of the palate and lip which had been repaired surgically were used as the experimental group in this study. To be included in the study subjects were also required to have above borderline intelligence and to have essentially normal hearing. Twenty normally structured subjects who met the intelligence and hearing criteria were paired according to chronological age and sex with the twenty cleft palate subjects. The age range in the study was from seven years of age to nineteen years of age.

For each individual in the two groups thus selected five standardized lateral X-rays were obtained: one lateral X-ray for the physiological rest position; and one during the phonation of each of the four vowels [a], [æ], [i], and [u]. One antero-posterior X-ray was obtained for the purpose of investigating structural differences of the face. Measurements from the X-ray films were analyzed statistically.

The results of this study show important structural differences between the cleft palate

and normal groups. The cleft palate subjects as a group show a pattern of deficient maxillary growth and a lack of antero-posterior mandibular development. These findings give support to the contention that surgery tends to interfere with the growth centers and add weight to the argument that such surgery should be postponed as long as possible.

In only one case of the group of twenty cleft palate subjects did the velum come close to the superior constrictor on the posterior pharyngeal wall to make any sort of approximation to a closure at that level. Since the velum is moving in a predominately vertical direction and not approaching the normal level of closure in the region of Passavant's pad, muscle training of the posterior pharyngeal wall seem to be of little value.

Abstracted by MARION F. FREEL, *State University of Iowa*

Christensen, Arden Hans, "A Quantitative Study of Personality Dynamics in Stuttering and Nonstuttering Siblings," Ph.D. Dissertation, University of Southern California, 1951.

The purpose of this study was to explore personality from the standpoint of differentials of projection in children who stuttered with their siblings, who did not stutter.

The subjects were 30 stuttering children, 26 boys and 4 girls ranging in age from 4 years and 7 months to 12 years and 10 months, and 30 nonstuttering children, 15 boys and 15 girls ranging in age from 5 years and 3 months to 14 years. Then nonstuttering children were the siblings of the stutterers and were used as a control group.

Tests administered were the Travis-Johnston Projection Test, Thematic Apperception Test, and the Rorschach. The fathers and mothers of the children were also given the Rorschach and were asked to rate the stuttering child and his sibling on 69 questions.

Scoring systems, including rating scales, were devised and the data were treated statistically. A partial reliability check was accomplished by submitting ten complete protocols from each test to two independent judges. The *r*'s computed were, respectively, .92 and .89.

### Findings:

- (1) The stutterers projected significantly further in a situation involving nursing at the breast.
- (2) The siblings projected significantly further in a situation involving punishment by



a male. (3) The siblings identified the parent significantly more in situations where the child might interpret his actions as displeasing to the parent. (4) The siblings projected significantly more happiness to both the children and parents in pictures which might be interpreted as involving punishment, or rejection. (5) The siblings gave significantly more words to the blank (white) card and to pictures which furnished opportunity to express attitudes of aggression. The stutterers identified significantly more with a male figure when projecting to such a picture. (6) Siblings projected significantly more action to a picture which provided opportunity to express attitudes of depression. Stutterers identified significantly more with a female figure when projecting to such a picture. (7) The stutterers projected significantly more sadness and choking than the siblings. They saw significantly more unfavorable outcomes in pictures which furnished opportunity to express attitudes of aggression. (8) The stutterers projected significantly more hostility toward man. This was looked upon as occurring sometime in the future. (9) The stutterers reacted significantly faster, gave significantly more form with inanimate movement (Fm), human detail (Hd), and anatomical responses to Rorschach Card VI. (10) The stutterers reacted significantly faster to achromatic cards and to those which afforded them a chance to express worries, hope for escape, or ambitions. (11) The siblings projected significantly more initial and additional human (H) responses than the stutterers. (12) Basic Rorschach scores showed that none of the fathers or mothers could be rated as Level I (adequacy). (13) The fathers and mothers agreed in their ratings that: (a) the stutterers are more nervous than their siblings, (b) the stutterers get upset more easily than their siblings, and (c) the stutterers feel worse than their siblings when they are disciplined.

Abstracted by LEE EDWARD TRAVIS, *University of Southern California*

**Craig, Rebecca Sue, "The Nature and Frequency of Speech Defects Among First, Second, Third and Fourth Grade Children in Four Negro Schools of Augusta, Georgia," Ph.D. Thesis, Northwestern University, 1951.**

This study had two primary purposes: (1) to determine the nature and frequency of speech defects among 692 first, second, third, and fourth grade children enrolled in four Negro schools in Augusta, Georgia; (2) to examine the

factors of intelligence, reading skills, grade placement, and socio-economic background as these relate to severe defectiveness.

The following standardized tests were administered by the investigator with the cooperation of the teachers: Kuhlman-Anderson Intelligence Tests, Metropolitan Readiness Tests, Progressive Reading Tests, and Gray Oral Reading Paragraphs. A combination of the Sims Score Card for Socio-Economic Status and a survey of Negro wage-earners in Augusta was used to determine home background.

A rating scale of one to five points for severely defective, mildly defective, adequate, good and superior speech was employed. Two methods of comparing the investigator's judgment with that of qualified persons in the region were used. Their pooled judgment was found to be in essential agreement with that of the investigator.

The findings may be summarized as follows:

1. When the total 692 children were rated on speech, 13.9 per cent were found severely defective and 21.4 per cent, mildly defective. Those with adequate, good, and superior speech constituted 42.9 per cent, 17.8 per cent, and 4.0 per cent respectively.

2. Among the severely handicapped pupils, totaling ninety-six, the following types of defects occurred, representing varying percentages in the total population: functional articulatory cases, 9.4 per cent; structural articulatory cases, 0.6 per cent; cases of voice anomalies, 1.4 per cent; cases of rhythm disturbances, 1.7 per cent; cases related to organic disabilities, 0.7 per cent. Of the total having rhythm disturbances, the stutterers accounted for 1.4 per cent. Boys with severe problems outnumbered the girls by 1.6 to 1 ratio; however, the incidence of stuttering boys was four times greater than for girls. Among eighty-seven speech handicapped, 6.9 per cent had hearing losses.

The ninety-six children found severely defective in speech were paired with those having adequate skills on the bases of chronological age, mental age, grade, sex and, in certain instances, socio-economic ratings.

The data here secured indicate that speech handicapped children of the first three grades in this population were not differentiated from those having adequate speech on the factors selected for this study. At the fourth grade level those having severe problems tended to fall below non-defectives on grade placement, intelligence scores, and reading ability. Family status was found to affect primarily the incidence

of marked dialectal speech, which was more conspicuous among low income groups; good or superior speech occurred most often in children from homes of the higher socio-economic levels.

Abstracted by REBECCA SUE CRAIG, *University of Virginia*

Douglass, Robert L., "An Experimental Electroencephalographic Study of Stimulus Reaction in Stutterers," Ph.D. Dissertation, University of Southern California, 1951.

This study proposed to investigate whether stutterers differed from non-stutterers in the ability to maintain brain wave synchronization under varying conditions of sensory stimulation. The hypothesis was established that interhemispheric variation in the degree of synchronization was indicative of cerebral dominance.

Thirty stutterers and thirty nonstutterers served as subjects. Electrodes were placed on contralateral homologous areas over the occipital lobes. By use of a monopolar method of recording, records were secured during a stimulus-free state, and under conditions involving the following stimulation: (1) unstructured sound comprising three 1-second intervals of a 1,000-cycle pure tone delivered at an approximate level of 70 db.; (2) structured sound comprising the words *mouth, fashion, mother, tongue, pontoon, penis, defecation, forest, anus, glacier, urination, sex*, delivered at an approximate level of 65 db.; (3) unstructured light comprising three 3-second intervals of light presented by means of a 750-watt bulb placed behind frosted glass; (4) structured light comprising six pictures from the Travis-Johnston Projection Test. The subject matter concerned personal functions and interpersonal relationships intimately related to the stutterer's symptom.

The following measurements were secured bilaterally; alpha index during the stimulus-free state; latency, recovery, and total disturbance times for all brain wave alterations associated with the presentation of stimuli. Statistically significant interhemispheric and intergroup differences were ascertained. Area of greatest reactivity of stimulation was determined by applying the criteria of shortest latency time and longest recovery and total disturbance times.

It was concluded that within the limits of this study the stutterer may be differentiated from the nonstutterer on the basis of greater

cortical reactivity in the dominant hemisphere to emotional stimuli.

Abstracted by LEE EDWARD TRAVIS, *University of Southern California*

Frick, James Vincent, "An Exploratory Study of the Effect of Punishment (Electric Shock) Upon Stuttering Behavior," Ph.D. Thesis, State University of Iowa, 1951.

The purpose of this experiment was to investigate the effect of threat and administration of punishment (electric shock) upon frequency of stuttering; specifically, to study the effect of this factor, administered under three experimental conditions, upon: 1) the initial frequency of stuttering; 2) the frequency of stuttering ten consecutive readings of the safe 40-word list; 3) the frequency of stuttering during five additional readings of this same list with threat of punishment removed (the subjects in the three experimental conditions and a control condition thus performed these last five readings under identical circumstances); and 4) the three above named aspects *within* each of four levels of severity of stuttering.

Forty-eight stutterers were used as subjects. A measure of severity of stuttering was employed to divide this total group into four levels of severity of stuttering. Three stutterers from each level were assigned in a random manner to Condition I, three from each level to Condition II, etc. In this manner, 12 stutterers were assigned to each of the four Conditions on the basis of severity of stuttering. The procedure in each of the Conditions was:

Condition I (the control condition): Each subject read the list of 40 words 15 consecutive times.

Condition II: Each subject read the list of 40 words 15 consecutive times, received an electric shock immediately after every stuttered word during the first ten readings. No shocks were given after Reading 10.

Condition III: Each subject read the list of 40 words 15 consecutive times, receiving an electric shock for every stuttered word during the first 10 readings; the appropriate number of shocks was given upon the completion of each reading. No shocks were given after Reading 10.

Condition IV: Each subject read the list of 40 words 15 consecutive times, receiving an electric shock immediately after every word, wheth-

er stuttered or not, during the first 10 readings. No shocks were given after Reading 10.

The word stimuli were presented one at a time in a manually operated memory drum. The shocks were delivered through two electrodes fastened to the right wrist of the subject. The duration of each shock was one second, the shock being administered at an intensity initially described by the subject as painful.

The experimental data consisted of a tabulation of the number of words stuttered by each subject during each of the 15 readings of the list. Statistical analysis of these data was done using an analysis of variance technique.

These findings seem to permit the following conclusion: Threat and administration of punishment (electric shock) has been established as another antecedent stimulus condition with which frequency of stuttering and, it is inferred, anxiety are functionally related. This is believed to constitute further support for the hypothesis that stuttering is anxiety-motivated behavior and that the greater the expected penalty for stuttering, the greater the frequency of stuttering.

Abstracted by MARION F. FREEL, *State University of Iowa*

**Hayes, Claude S., "Phonemic Regression in Relation to Difference Limens for Pitch in the Perceptively Deafened Ear," Ph.D. Thesis, Northwestern University, 1951.**

The present study was an experimental exploration of the question, "If phonemic regression is superimposed on perceptive loss is there a concomitant disturbance in pitch discrimination?"

The subjects were classified into three categories: Group 1, which included 14 young perceptively deafened adults with good phonemic discrimination; Group 2, which was composed of 15 older perceptively deafened adults with good phonemic discrimination; and Group 3, which consisted of 14 older perceptively deafened adults with poor phonemic discrimination. The subjects were as homogeneous in all other respects as practicable.

The following battery of tests was administered to each subject: (1) a pure tone audiometric test by both air and bone conduction, (2) a speech reception test, (3) an abbreviated measure of verbal intelligence (CVS Test), (4) a speech discrimination test, and (5) a series of nine tests of differential sensitivity to frequency change.

Analysis of case history data, audiometric measurements, the CVS scores, and the speech reception thresholds revealed that the three groups were adequately equivalent in those respects where equivalence was to be expected. The groups were significantly different in their phonemic discrimination as measured with the PB-50 test.

The pitch discrimination tests utilized the method of constant stimulus difference to determine differential sensitivity to frequency change. There were nine tests in all, one for each condition chosen for exploration. These conditions covered three sensation levels (10, 25, and 40 db) at each of three standard frequencies (500, 1000, and 2000 c.p.s.).

Difference limens were determined by applying probit analysis to the raw data from the pitch discrimination tests. Results, treated both in terms of absolute difference limens ( $\Delta F$ ) and as relative difference limens ( $\frac{\Delta F}{F}$ ), were subjected to statistical study. The following findings and conclusions emerged from intra-group and inter-group comparisons.

1. The DL functions of young perceptively deafened adults with good speech discrimination are probably characterized by some impairment in differential sensitivity to frequency change—as contrasted to the average sensitivity of normal hearers. The average deficit is not large in magnitude, and some normals may be expected to show poorer performance than the perceptively deafened. The findings lead to the general conclusion, that for the perceptively deafened ear, relative difference limens were approximately equal above 1000 c.p.s. and the absolute difference limens were approximately equal below 1000 c.p.s.

2. The results obtained from older perceptively deafened adults with good speech discrimination, although different, were sufficiently similar to those of Group 1 so that one may conclude that the performance of the two groups was reasonably similar.

3. The pattern of results obtained for older perceptively deafened adults with poor speech discrimination deviated somewhat from the pattern established by the results of the other two groups.

- a. There was no statistical evidence that absolute DL's decreased with increased sensation level. Both the absolute and relative DL's evidenced signs of leveling-off at a lower sensation level than either of the other groups.

b. The absolute DL's were roughly equivalent below 1000 c.p.s.

c. The relative DL's for 1000 and 2000 c.p.s. were statistically indistinguishable. By contrast, 500 c.p.s. stood apart, having consistently larger relative difference limens.

The general conclusion of the study is that, *when phonemic regression is superimposed on perceptive hearing loss, a concomitant disturbance in pitch discrimination does not appear in all cases.*

**Hegarty, Inez Elizabeth, "A Non-Verbal Study of Orientation in Aphasia and in Certain Psychotic Groups," Ph.D. Thesis, University of Wisconsin, 1951.**

The two-fold purpose of the non-verbal study of orientation in aphasia and in certain psychotic groups was as follows: first, to develop a non-verbal, pictorial test of orientation, especially appropriate for testing aphasic adults who are limited in linguistic functioning and second, to study the orientation of aphasic adults as compared to that of normal adults and certain psychotic adults by an administration of the original test materials.

The procedures used in this study were as follows. *First*, a non-verbal test of orientation, including concepts of temporal, spatial, and psycho-social relationships, was constructed. The contents of the test materials, painted in water-color and protected with cellophane covering, were based on social situations and events observed in daily living. The final test battery, selected from an initial testing of one hundred university men and women, required an administration time of one hour or less. A scoring system, based on the responses found in the preliminary testing, was devised.

*Second*, the procedure for the final study was the administration of the non-verbal orientation test to one hundred subjects, equally divided into four groups of adults: a normal group, an aphasic group, a schizophrenic group, and an organic psychotic group.

*Third*, the data obtained from the non-verbal orientations given to one hundred subjects were analyzed statistically by measures of reliability, central tendency, and variability. The significance of the differences between the mean scores of the four groups was found by the statistical technique of analysis of variance.

The following results and conclusions from the final study on orientation in aphasia and in certain psychotic groups were found:

1. The non-verbal test of orientation has a reliability of .91.

2. The standard deviations for the total test scores and the three sub-scores show the normal group to be more homogeneous whereas wide variability in the clinical groups is observed. For example, the standard deviations of the distribution of total scores for the test groups are as follows: 3.43 for the normals; 20.398 for the aphasics; 20.398 for the schizophrenics; and 16.969 for the organic psychotics.

3. The mean scores of the four test groups show the groups to differ in orientation, the ranking of the groups to be the normal, the aphasic, the schizophrenic, and the organic psychotic. The means of the total scores of these groups are 77.96, 61.24, 53.76, and 43.32.

*Fourth*, the analysis of variance shows the differences of the means of the sub-scores of the four groups to be highly significant at the one per cent level. The F values for the sub-scores are 17.504 for temporal concepts, 14.178 for spatial relationships, and 15.697 for psycho-social concepts.

*Fifth*, the aphasic group shows a general reduction of non-verbal concepts concerning orientation, not a specific loss for concepts about any one orientation factor. Such a lowering of the aphasic's non-verbal conceptual level seems related to Goldstein's concept of reduced abstract behavior in aphasia.

Abstracted by INEZ HEGARTY

**Ivey, Sara Mack, "The Effect of Cleft Palate Operation on the Speech of Forty-Two Cleft Cases," Ph.D. Thesis, Louisiana State University, 1951.**

This study reviews briefly the recent literature on types of cleft palate, etiology, and operative procedures, and evaluates a group of 42 representative postoperative cleft lip and cleft palate cases, with the purpose of estimating the present status of the speech problem for the cleft palate child.

Comprehensive medical and psychological data concerning each child were gathered. A speech analysis was made which consisted of an articulation and voice appraisal, an estimate of controlled and running speech, and an evaluation of the structure and mobility of the peripheral speech mechanism.

From analysis of the data concerning these 42 cases; the following conclusions were drawn:

1. The size of the cleft does not significantly determine type or degree of the speech difficulty. 2. One primary operation can now take care of the less serious cases, while three or four operations are needed for the more severe cases. 3. The Veau and Langenbeck operative pro-



cedures are used most often for the repair of the palate, where the Mirault-Blair technique is used most often for the repair of the lips. 4. Multiple secondary operations are rarely needed. 5. Tonsillectomies and adenoidectomies are not routine operations, before or after palate repair. 6. Assuming that the surgery is completed by the time the child is 3 to 3½ years old, speech development generally begins after surgical repair. 7. Without formal speech training, a third of all cleft palate cases will have speech equal to that of the normal speaker. When speech training is given, the majority will show speech improvement. 8. The cases within the ages of 2 and 5 years who have been operated will tend to have delayed speech, or speech rated as normal. 9. Regardless of whether the cases have had formal speech training, the greater percentage are likely to be judged by the lay person to have speech equal to that of the average speaker. Conversely, regardless of whether they have had formal speech training, over a third of the cases will have typical cleft palate speech. 10. The speech problem may not always be caused by the labial and palatal clefts. 11. The peripheral speech mechanism is slightly better functionally than anatomically. 12. Dental attention is inadequate, but in the majority of cases the dental structure does not adversely affect speech. 13. Passavant's cushion and the tongue frenum seemingly do not often influence speech. 14. Pharyngeal muscular movement is greater than palatal movement. 15. The structure and mobility of the palate is about twice as effective for the cleft palate case with normal speech as for the one with typical cleft palate speech. 16. There is evidence of tongue protrusion on the postdental sounds and a tongue thrust movement in swallowing. 17. Intelligence seemingly has a determining influence on the speech of the cleft palate case in the same degree as for the non-cleft palate case. 18. The majority of the cases have scarred, thickened, and retracted ear drums without noticeable effect on hearing acuity. 19. If the congenital anomalies are not considered, the general physical condition of the cleft palate child will not deviate significantly from that of the normal person. 20. The cleft palate case may be found in either the high, medium, or low socio-economic class, but more often is in the medium class. 21. Personality deviations may be expected in about a third of the cases.

Abstracted by HARRIETT IDOL, *Louisiana State University*

Robinson, Frank Bennett, "Effects of Changes in the Relationship Between the Speech and External Side-Tone Level in the Oral Reading Rate of Stutterers and Non-Stutterers," Ohio State University, 1951.

An experiment was designed to investigate the effects of certain changes in the relationship between the level of sound pressure for speech and that for the external side-tone on the oral reading rates of groups of adult stutterers and non-stutterers. Two major hypotheses were tested: (1) the oral reading rates of stutterers and non-stutterers does not change when the level of the external side-tone is increased 10, 20, and 30 decibels over the level that would normally accompany speech; (2) the oral reading rates of stutterers and non-stutterers does not change when the level of speech is decreased by five decibels and increased by five and 10 decibels over the level of the external side-tone. Testing the hypotheses involved seven experimental conditions. Seven different factual prose reading passages, equated in reading time for the first 800 phonemes on a group of normal subjects, were read in the experimental conditions by 21 college-age non-stutterers. The order of presentation of the experimental conditions and passages was systematically varied among the subjects.

Analysis of variance applied to the obtained measures revealed: (1) significant differences among the mean values for the stutterers for the set of experimental conditions in which the level of the external side-tone was increased 10, 20, and 30 decibels over the level that would normally accompany speech; (2) significant differences among the mean values for the non-stutterers for the set of experimental conditions in which the level of speech was reduced five decibels and increased five and ten decibels over the level of the external side-tone.

The mean values for the stutterers indicated that the statistical significance was due to marked reductions in the mean numbers of words read per minute when the level of the external side-tone was increased 20 and 30 decibels over that of the speech. For the non-stutterers, the mean values showed that the significance was due to a marked increase in the mean number of words read per minute when the level of speech was reduced five decibels over that of the external side-tone and a reduction in the mean number of words per minute when the level of speech was increased 10 decibels over that of the external side-tone.

The general results of the experiments suggest that stutterers, as a group, reduce their rate of reading when the level of the external side-tone is increased over the level of speech and that the responses are relatively stable, while non-stutterers do not appear to be affected by this change in relationship between speech and side-tone but reduce their rate of reading, in a relatively stable manner, when the level of the external side-tone remains constant and that of the speech is varied.

Abstracted by KEITH NEELY, *The Ohio State University*

**Siegenthaler, Bruce Monroe, "Formulation of a Diagnostic Word Test of Hearing," Ph.D. Thesis, University of Michigan, 1951.**

A hearing test using words selected to contain the phonetic variables of voicing, pressure pattern, and influence differences of consonants, was formed. The presence of these variables in the test words was verified by means of a sound spectrograph. Test items required the author to distinguish among words differing in the variables as well as to recognize words containing voiced and unvoiced consonants. Fifty-seven adult normal and hypacusic subjects were tested, and observations were made regarding the performance of subjects to evaluate the Word Test as a tool which would be diagnostic for type of audiogram or for aural disease.

Each subject was given a pure tone audiometric threshold test, most hypacusic subjects were given otological examinations, and a threshold of hearing for spondee words was obtained for each subject. The Word Test was administered at each subject's individual threshold for spondee words using recordings of all test materials and with listening done under a monaural earphone. Subjects were classified according to their audiometric and otological data and placed into homogeneous groups. Analysis of variance, *t* test comparisons, and correlation coefficients, were the statistical techniques used for the analysis of experimental data. In general, the 1% level of confidence was required for differences in subject performance to be considered significant.

A number of relationships among the performances of various types of subjects were observed as follows:

1. The rank order for correct responses to the Word Test was constant for all audiogram and otological groups considered. The rank order from highest to lowest per cent recognition was

voicing differences, influence differences, pressure pattern differences, words containing voiced consonants, words containing both a voiced and an unvoiced consonant, and words containing unvoiced consonants.

2. The Marked and Trough shaped audiogram group of subjects had better perception for voicing differences than did the Normal, Rising shape audiogram, Conductive Deafness without perceptive involvement, and Otosclerosis groups.

3. The Marked and Trough shaped audiogram group had better perception for pressure pattern differences than the Normal group.

4. The Marked and Trough shaped audiogram group had poorer perception for words containing unvoiced consonants than did the Normal, Island loss audiogram type, Otosclerosis, and Conductive Deafness without perceptive element, groups of subjects.

5. Hearing loss above 2048 c.p.s. on the audiogram did not impair perception for words containing unvoiced consonants.

The results of the experiment indicate that the Word Test as formulated for this experiment is not diagnostic for type of audiogram or for otological disease. However, in view of the experimental data the following general conclusions were reached:

1. The Word Test indicates the presence of qualitative differences in the hearing of different subjects for certain phonetic factors at speech reception threshold.

2. The Word Test does not distinguish auditors with normal hearing from those with non-normal hearing.

3. The Word Test does not measure the same dimension of hearing as do audiometric and otological evaluations. Variations among subjects in Word Test performance are not related to classification of auditors into audiometric and otological groups, i.e., does not make such groups homogeneous with respect to Word Test performance.

4. The Word Test distinguishes among individual auditors, although the factors which account for the distinctions are not known.

5. The Word Test indicates the presence of a factor, or factors, in the perception of speech, tentatively called the perception for phonetic elements (in the present experiment for the phonetic elements of voicing, pressure pattern, and influence differences, and for voiced and unvoiced consonants), which is not indicated by the usual audiological methods.

The considered phonetic elements demonstrated differences among auditors. These differences might be related to ability of audi-

tors to hear in normal life situations. The Social Adequacy Index is a gross evaluation of this type, but a fine-measure of hearing ability in social situations might be possible using the Word Test method.

Abstracted by BRUCE MONROE SIEGENTHALER

## VII. Speech Education

**Carlile, Sene Russel, "A Study of Classroom Annoyances Related to the Teacher's Speech," Ph.D. Thesis, University of Wisconsin, 1951.**

Five hundred fifty students in grades nine, ten, eleven, and twelve listed the things they found to be most disagreeable and most agreeable about their teachers. Including duplications, 2564 annoyances and 1901 satisfactions were listed. Forty-six items which related directly or indirectly to the teacher's speech were selected for further study. The annoyances and satisfactions were placed in parallel statements, and a five point rating scale was devised to make possible a two-fold rating, that of both degree and frequency of annoyance and satisfaction. In an exploratory sampling, students rated the parallel statements of annoyance and satisfaction. Because the annoyances produced a more complete gradation of values than the ratings of satisfaction, only the items of annoyance were used in the final investigation.

The "Rating Blank of Classroom Annoyances" was presented to students in the schools where the original list of annoyances had been collected. Five hundred sixteen students, 257 girls and 259 boys, completed the ratings.

The results indicated that forty-six items were universally annoying and had been experienced by most of the students. Only ten items had not been experienced by as many as ten per cent of the students. These items were concerned with profanity or vulgarity, personal hygiene, inappropriate dress, grammar, neatness, poise, dignity, enunciation, and make-up. Only enunciation ("mumble words") had a high degree of annoyance score. All ten of the items ranked much lower in frequency of annoyance than in degree of annoyance.

Several differences in rating of degree and frequency of annoyance were found. Girls felt a greater degree of annoyance than boys, but boys were annoyed more frequently. The mean degree of annoyance score for girls was 205 compared to 181 for boys. The mean for frequency of annoyance was 97 for boys and 94 for girls. The greatest difference in degree of

annoyance scores, with significantly higher scores made by the girls, was on items referring to wearing colors which clash, using profanity or vulgarity, and poor grammar. The least difference in degree of annoyance was found on treating students like children, presenting lessons in an uninteresting manner, discouraging students, and giving uninteresting explanations and illustrations. The greatest difference in frequency of annoyance scores, with the boys giving a higher rating in each case, was found on "treat students as children," "are self-conscious and lack poise," and "are careless of personal hygiene." The least difference in frequency of annoyance scores was found on "have no sense of humor," "lack thorough knowledge of subject," "mumble words," and "use poor grammar." A positive correlation of  $.85 \pm .04$  was found between the mean degree of annoyance scores for boys and girls. There was a positive correlation of  $.96 \pm .01$  between the mean scores for frequency of annoyance for boys and girls.

A definite gradation of annoyance according to age or school classification was found. In general, older students tended to be more annoyed and more frequently annoyed by things which interfered with learning.

Items which annoyed students to the greatest degree were not necessarily those which occurred most frequently. For all girls included in the study, a positive correlation of  $.30 \pm .14$  existed between the degree of annoyance and the frequency of annoyance; for boys, the correlation was  $.47 \pm .12$ , and for all students it was  $.41 \pm .12$ . The following ranked high in both degree and frequency of annoyance: "give boring talks," "do not admit errors willingly," "treat students as children," "are crabby, cross, or grouchy," "do not make thorough explanations," "shout at students when annoyed," and "present lessons in an uninteresting manner." Six of the ten most annoying items were concerned with the teacher's personality or attitude, and four related to direct interference with learning. Items dealing with the teacher's dress, appearance, or action tended to have a low annoyance value. These results were in agreement with other investigations.

Abstracted by SENE CARLILE

**Davee, Paul W., "Definition of the Philosophy Underlying the Recognition and Teaching of Theatre as a Fine Art in the Liberal Arts and Graduate Curricula of the State University of Iowa," Ph.D. Thesis, State University of Iowa, 1950.**

It was believed that a statement of the philosophy underlying the recognition and teaching of theatre as a Fine Art on the Iowa campus would be of value.

The purpose of this study has been to define such a statement. The historical method has been used to make a description and interpretation of the policies and practices of the University relative to the recognition and teaching of dramatic art since 1900.

Three relatively distinct periods have seemed important in the evolution and definition of this philosophy. They are: (1) a background period, 1900-1920, in which the dramatic activities were largely extracurricular, and in which some of the ideas were being formulated and tested on a limited scale; (2) a period, 1920-1930, in which the theatre and attendant courses were built into the curriculum of the Department of Speech within the Liberal Arts and Graduate Colleges; and, (3) a period 1929-1950, in which a specialized and professional program was constructed within the Department of Speech and Dramatic Art as a unit within a School of Fine Arts in the Liberal Arts and Graduate Colleges of the University.

The Iowa program in dramatic art has come to be characterized by a philosophy which recognizes the theatre as a Fine Art socially useful and essential, and as being educationally valid and worthy of academic credit from the elementary to the doctoral level. It recognizes creative work on the same basis as other methods of pursuing knowledge, and postulates that complete knowledge of the art of the theatre comes from a combined study of knowledge about the art and practical creative work in the art itself, based upon recognition of individual differences and utilizing historical, critical, scientific and creative approaches.

Abstracted by PAUL W. DAVEE

**Hart, M. Blair, "A Program of Speech Education for Prospective Teachers of Speech on the Secondary Level," Ph.D. Thesis, Denver University, 1951.**

The purpose of this study was to present a program of undergraduate speech education at the University of Arkansas, for prospective teachers of speech on the secondary level. The program was based on what the author considers modern educational philosophy, and on the recommendations of recent research in speech education.

Following a review of significant studies in regard to (1) the personal characteristics of

effective teachers, (2) the speech characteristics of effective teachers, and (3) the training programs for prospective teachers of speech, a description of the present operational framework of the University of Arkansas' speech program was given.

From a review of the literature and from the responses to a questionnaire, the author estimated that forty percent of the accredited secondary schools offer one or more courses in speech, whereas sixty-five percent have a speech activities program recognized by faculty and administration as significant in the school program.

Ninety percent of the schools reported a speech activities program in which every student may participate regardless of previous training or special ability. Thus, a larger number of students in Arkansas secondary schools have an opportunity to participate in extra-class speech activities than have an opportunity to take formal course work in speech.

A major contribution of this study consists of recommendations of the various means by which prospective teachers in a liberal arts college of moderate size may be encouraged in speech activities relating to the teaching situation. The specific program is developed under four headings: personal qualifications and proficiencies; significant courses and content; observation, directing and practice teaching; and a pattern of evaluation.

Abstracted by CHARLES HELGESEN, *Denver University*

**Logan, Virgil G., "Speech Education in Mexico, D.F." Ph.D. Thesis, University of Wisconsin, 1951.**

The purpose of this study is to ascertain the present scope and function of speech training in the public school system of Mexico, Federal District, and to make a study of the organization, curriculum, methods of teaching, and educational theory of this training in the light of the historical development of education in the Republic.

The techniques employed in this study were observation, interview, analysis, and historical research. Twelve weeks in the summer of 1949 were spent in Mexico City and environs to obtain firsthand information. A return visit was made in the spring of 1951 to gather the latest information and trends and to clarify some of the previous data. The study was planned and executed in close cooperation with the Mexican Department of Intellectual Cooperation.



The first part of the study consists of an account of the historical development of Mexican education from the pre-conquest period to the present day.

The second part discusses the place of speech in the public schools of Mexico from the kindergartens through the universities. In rhetoric and public address the importance of oratory is shown through the work of outstanding orators from 1810 to the present. No formal classes in public speaking were found in the public schools. Recognition of the need of oral training was seen in its inclusion in the curricula, but only in the kindergartens was it a regular part of the daily schedule. However, an annual national oratorical contest is sponsored for all schools above the elementary level.

Radio has been used as an integral part of the educational program since 1924. No class work is given in radio techniques, but much valuable experience is gained by the students and teachers who participate in the programs.

The best work that was observed for the speech handicapped was in the Ministry of Health and Welfare's speech clinic at the Children's Hospital, and its National Institute of Audio-Oral Prevention and Rehabilitation.

Training in interpretation is done largely by private schools and teachers of elocution. Provision is made for its inclusion in the public schools, but crowded schedules and classes prevent the carrying out of these objectives.

There is an outstanding theatre program consisting of a three year school of Theatre Art, community theatre groups, a puppet theatre with performances for the children and classes in puppetry for teachers and normal school students, and a Children's Theatre which has been limited to a two-month season but which expects to operate on a yearlong basis beginning in 1952.

In the development of Mexico's speech training program greatest emphasis on oral training was found in the kindergartens with a decreasing amount as the student progressed up the educational ladder through the University.

Abstracted by VIRGIL LOGAN

**McElroy, Estelle Lorene, "Alexander Melville Bell—Elocutionist and Phonetician," Ph.D. Thesis, Teachers College, Columbia University, 1951.**

The purpose of this study was to determine Bell's importance as an elocutionist and as a phonetician in the history of speech edu-

cation. For more than fifty years he was active in both roles. Through his teaching and lecturing in Scotland, England, and America and through the publication of numerous books and pamphlets he won considerable recognition from his colleagues and from later students of speech.

Bell believed elocution to be an art the mastery of which demands an understanding of principles of expression and a command over mechanics of expression. He published a comprehensive textbook, *A New Elucidation of the Principles of Speech and Elocution* (1849), the elocutionary portions of which he revised as the Second, the Third, the Fourth, and the Fifth *Elocutionary Manual* and the phonetic portions of which he revised in successive editions of *Principles of Speech and Dictionary of Sounds*.

He began his elocutionary instruction with an analysis of sound elements and then progressed to study of syllabic composition, word stress, grammatical grouping for expression of thought, and finally techniques necessary for artistic expression of thought and feeling. He believed notations to be a valuable teaching aid and used them liberally to illustrate his elocutionary precepts. Although Bell claimed to have followed no other author in regard to his theory and practice, a marked similarity is apparent between the elocutionary tenets of Bell and those of four writers who preceded him—Thomas Sheridan, John Walker, Rev. Gilbert Austin, and Dr. James Rush. The similarities are more pronounced in Bell's early publications than in his later ones.

Bell defined phonetics to mean all oral effects of speech and their graphic representations. In 1849 he published his first sound classification. This contained 37 "articulations" and 21 vowels, the latter arranged in a Triple Column Scale of labial, labio-lingual, and lingual varieties. In 1864 he published a revised classification containing 36 vowels, 54 consonants, and 12 glides and said that these comprise all the sounds possible in any language. A noticeable similarity exists between Bell's World English alphabet and the phonetic alphabets of Ellis and Isaac Pitman, between the shorthand alphabets of Bell and Pitman, and between the linear and the pictorial alphabets of Bell and Wilkins.

*Conclusions.* Bell is important as an elocutionist because he possessed the ability to synthesize clearly the ideas of others. He contributed new information to the study of vowels

and invented the first practical phonetic alphabet based upon the physiology of sounds.

Abstracted by ESTELLE L. McELROY, *Teachers College, Columbia University*

**Okey, Loren LaMont, "A Descriptive Biographical Study of Thomas Clarkson Trueblood," Ph.D. Thesis, University of Michigan, 1951.**

There have been many outstanding teachers in the field of speech education, but few, if any, have been intensively studied. Thomas Clarkson Trueblood was one of those teachers who left his impact upon speech education. Because of his pioneering in the field of speech, his many activities at the University of Michigan, and the wide influence exercised by him, it seems important that his work should be presented in some detail. This is a descriptive biographical study of him.

Much of the material has been gathered from the Thomas C. Trueblood Papers, deposited in the Michigan Historical Collections, University of Michigan. Other sources include information gathered from conversations with Dr. Trueblood during a four-year period (1947-50), excerpts from his manuscript autobiography, personal letters, journals, newspaper reports, his published articles, and interviews with his contemporaries. The author has quoted extensively from primary sources not only for interest value but to give an insight into the personality of the man himself.

The intention has been to make the study objective, and the material has been organized in a topical manner. The chapters in sequence describe Trueblood's early home life and youth, his education, his association with Robert I. Fulton, his establishment and work at the University of Michigan, his teaching methods and beliefs, his activity as a reader and speaker, his work as a founder and co-founder, and his honors. The final chapters are in summary.

Dr. Trueblood was born near Salem, Indiana, in 1856, and celebrated his ninety-fifth birthday on April 6, 1951. At this writing, May 2, 1951, Dr. Trueblood has the distinction of having been affiliated with the University of Michigan for sixty-seven years. He began his teaching career in 1874 and ended it August 12, 1926. Before coming to the campus, he and Robert I. Fulton founded the Fulton and Trueblood School of Oratory at Kansas City, Missouri. While teaching there, he and Fulton became itinerant teachers of elocution in colleges and universities. It was through this

form of teaching that Trueblood came to the University of Michigan in November, 1884, and offered a course in elocution. Out of that single non-credit course developed credit courses in speech, and finally, a department of speech. As head of this new department Trueblood became nationally known as a teacher of debate and oratory, and an organizer of several speech associations and leagues. His organizational genius was not however confined to his own field, but extended into the area of faculty and student athletics. He traveled extensively at home and abroad giving lectures, readings and play recitals, and speaking in behalf of speech education.

No attempt has been made to evaluate the extent of the contributions of Thomas Clarkson Trueblood. The reader will have to judge for himself. However, one will undoubtedly observe that Trueblood was: 1) a pioneer in speech education, 2) the first to establish a separate speech department in any of the "large" universities, 3) one of the first to secure credit for courses in speech, 4) a founder and co-founder of several speech organizations, 5) probably one of the greats on the University of Michigan campus, 6) an inspirational and energetic teacher with a spirit of mission.

Abstracted by LOREN OKEY

**Pruis, John J., "A Study of Concepts Concerning General Speech Training in the Elementary School," Ph.D. Thesis, Northwestern University, 1951.**

The purpose of this study was to discover the thinking of contemporary professional educators, leaders, and workers in the fields of elementary education and speech, with regard to the relative importance of general speech training in the elementary school. The term "general speech training," as used in this study, referred to all oral language activities and experiences provided by the school for the child, as a part of the regular classroom work.

These concepts were derived from an analysis of published materials in the fields of general education, elementary education, language arts, and speech.

On the basis of this analysis, these conclusions were drawn:

1. The elementary school should provide a program of general speech training for all pupils because (a) ability in communication has become a major goal of education; (b) the continuance of our democratic form of government is dependent, in part, on an

articulate citizenry, and the schools have accepted the responsibility of providing an educated public which will promote our democratic form of government; (c) the personal speech habits of the child affect his personal adjustment, both now and in adult life; (d) ability in speaking facilitates growth in the other language skills; (e) language is used orally far more frequently than in its written form; and (f) speech is a tool subject which can be utilized effectively in many other areas of the curriculum.

2. Ability in self-expression is a major goal. The child should be able to communicate his thoughts, his wants, his emotions, when the need for such expression arises.
3. The child should develop oral language facility, a free and effective use of language to satisfy his needs for communication.
4. Personal speech habits and everyday oral activities must receive attention in the program.
5. Speech should be taught in *all* areas of the curriculum; not in English or speech classes alone.
6. Speech skills should be taught *directly*, when the need arises. Incidental teaching is not satisfactory.
7. The general classroom teacher should assume the major responsibility for the general speech training program. A speech specialist may be used profitably from time to time in order to give guidance and direction to the classroom teacher.

Abstracted by JOHN J. PRUIS, *Iowa State Teachers College*

**Walker, Jack Harrison, "An Investigation of the Speech Factors Influencing the Effectiveness of the College Teacher," Ph.D. Thesis, University of Denver, 1951.**

The main purpose of this study was to discover those factors upon which college freshmen base their opinion of effective teaching. Subordinate purposes were, (1) to determine relationships between such factors, (2) to determine some of the attitudes of students toward teachers rated most effective and those rated least effective, (3) to determine whether "Straight" A, B and C students expressed different attitudes toward their teachers, and (4) to determine the correlation between age, sex, preference and qualifications of teachers and their effectiveness as determined by their students.

The subjects used were 306 freshmen students in Basic Communication classes of the University of Denver, during the Spring quarter of 1951.

The procedure followed by the author was the use of questionnaires.

It was concluded from this study that, (1) the list of factors upon which students based their opinion of effective teaching consisted of approximately ninety-eight items, both positive and negative, (2) the more general speech factors such as, poise, confidence, ability to hold attention, may be considered of primary importance in determining teaching effectiveness, (3) the students who received the highest grades are generally more critical of the instruction staff and course methods than those receiving lower grades, (4) the teachers that are considered most effective will be poised, confident individuals who can hold the attention of the students. They will have a good or superior knowledge of the subject matter and will be able to present it in an interesting manner, (5) the teachers considered most effective by their students will tend to have each day's work organized and will have a definite objective in each day's work. They will also make evident the objectives of the class as a whole and will conduct it in an informal manner.

Abstracted by ALEXANDER MULLIGAN, *University of Denver*

**Young, James Douglas, "An Experimental Study of the Development of Vocabulary Through the Context Method," Ph.D. Dissertation, University of Southern California, 1951.**

The problem of this study was to experiment with the context method in building vocabulary in order (1) to investigate the value of the context method in building vocabulary; (2) to determine to what extent oral reading, silent reading, and listening affect vocabulary growth; and (3) to determine which, if any, of the three methods is significantly more effective than the others in building vocabulary.

The experimental design of this study was as follows: Three groups, each of approximately 150 college students, were given a vocabulary test. Following the vocabulary test, one group was given a series of five stories to read silently, another group was given the same stories to read orally, and the final group listened to them by means of a tape recorder. After the groups had experienced the reading

material in one of the preceding three ways, they were again given the vocabulary test. "Before and after" vocabulary scores for all groups were then computed and compared statistically.

The experimenter sought to put to test the hypothesis that the number of words a person is able to define correctly can be increased if he reads or hears those words arranged in meaningful context. The experiment time period was only 15 minutes. It was found that the gains for all three groups far exceeded those required for statistical significance at the .01 level of confidence.

Next, statistical comparisons were made of the mean gains among all three groups to determine whether there were significant differences between the three presentation methods.

*Findings.* (1) Very significant vocabulary gains were made by all subject groups following a 15-minute period of test words presented in meaningful context. (2) Vocabulary gains by subjects listening to a tape recording of context materials were very significantly smaller than gains by the other two groups. (3) Vocabulary gains by subjects reading the context materials aloud were greater than gains by both of the other groups but only insignificantly greater than those made by subjects reading silently. (4) Vocabulary gains were not significantly influenced by sex, IQ, or age. (5) Vocabulary gains for seniors were significantly larger than those for freshmen. (6) Vocabulary gains for foreign students were significantly smaller than those for nonforeign students.

Abstracted by MILTON DICKENS, *University of Southern California*